DOCUMENT RESUME

ED 202 762 SO 013 372

TITLE	Teacher's Guide: Social Studies, 9.
INSTITUTION	Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.
PUB DATE	80
NOTE	273p.; Not available from EDRS in paper copy due to colored paper of original document; some pages may not reproduce clearly from EDRS in microfiche due to difference of ink variations on colored paper. For a listing of related documents, see SO 013 363-373.
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Basic Skills; *Concept Teaching; Educational Objectives; *Ethical Instruction; Grade 9; *Inquiry; Junior High Schools; Learning Activities; Secondary Education; *Sequential Approach; *Skill Development; *Social Studies; Teaching Guides

ABSTRACT

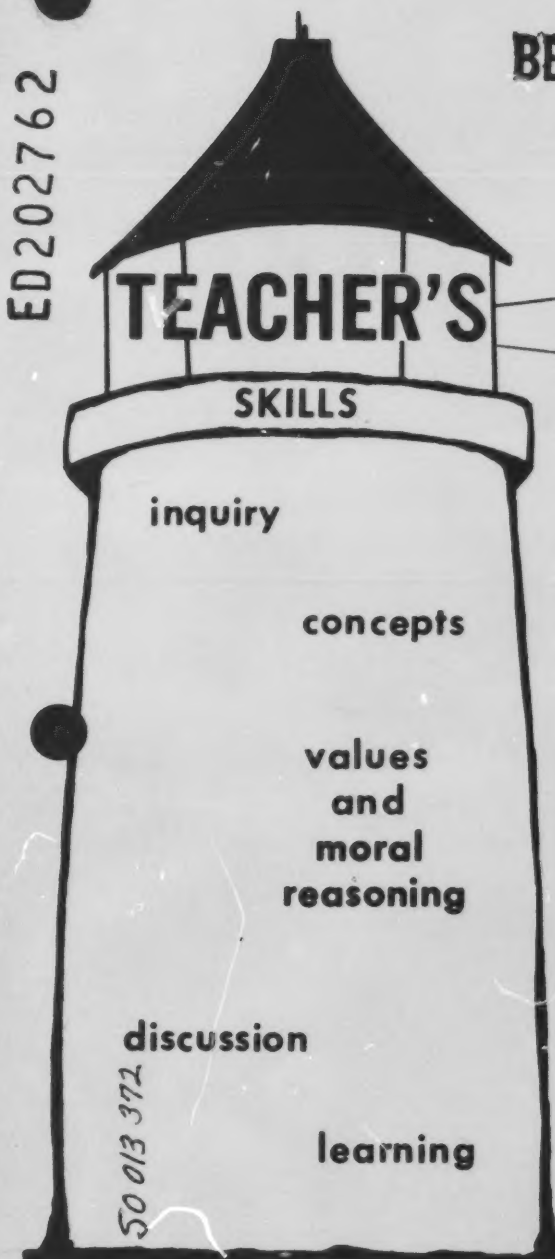
This teacher's guide, part of a sequential K-12 series, provides objectives and activities for social studies students in grade 9. Five major sections focus on learning, inquiry, and discussion skills, concepts, and values and moral reasoning. Learning skills stress listening, speaking, viewing, reading, writing, map, and statistical abilities. Students conduct oral interviews, practice filling out forms, answer essay questions, and, by using latitude and longitude, locate places on a map. Inquiry skills include noting similarities and differences, classifying, drawing inferences, generalizing, hypothesizing, distinguishing between fact and opinion, identifying needed evidence, recognizing biased statements, asking useful questions, distinguishing between primary and secondary sources, and evaluating sources of information. Students compare two high schools, make inferences from readings on China, analyze generalizations, hypothesize about an artist's view of life from one of his paintings, and make inferences from a reading on Boston. Concepts covered are conflict, interdependence, communication, cause and effect, environment, and political revolution. Students examine the conflict between tradition and change, role play persons affected by a dam project in Egypt, read about the world food situation, and simulate a world conference. Group activities foster discussion skills. Specific roles are assigned and discussions evaluated. The section on values and moral reasoning provides strategies for teaching dilemmas, steps for decision making, and dilemma and values exercises. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

JUN 1 1981

ED202762

BEST COPY AVAILABLE



GUIDE

SOCIAL STUDIES

9

SO 013 372

The following curriculum product was developed by the Cortland City Schools and the McGraw Central Schools in a cooperative curriculum development effort sponsored by the Cortland-Madison BOCES.

Project Director 1977-78 - Frank Alessi
1978-79 - Thomas Thurlow
1979-80 -

TABLE OF CONTENTS

	Page #
How to Use This Guide (white)	2
How to Teach Skills (white)	3
Learning Skills (green)	
Introduction	L- 1
Table of Contents	L- 2
Flow Chart	L- 3
Skills Description & Activities	L- 4
Inquiry Skills (pink)	
Introduction	I- 1
Flow Chart	I- 6
Skill Descriptions with Objectives & Sample Evaluation Items	I- 7
Concepts (goldenrod)	
Introduction	C- 1
Flow Chart	C- 2
Table of Contents	C- 3
Concept Description & Activities	C- 4
Response Forms	C-68
Discussion Skills (lavender)	
Introduction	D- 1
Flow Chart(s)	D- 3
Skill(s) Description(s)	D- 6
Table of Contents	D-12
Activities	D-13
Teacher Role	D-30
Bibliography	D-36
Response Form(s)	D-39
Values & Moral Reasoning (canary)	
Introduction	V- 1
Skill Descriptions & Activities	V- 2
Guides to Teachers	V-21
Response Forms	V-31

HOW TO USE THIS GUIDE

The Committee for the Revitalization of the Social Studies Program has prepared this Guide to assist the teachers in the Cortland and McGraw School Systems in the implementation of the Social Studies Program as it has been revised. The Guide is prepared with the following basic curriculum as a framework:

Grades K-6	Holt Data Bank Program
Grades 7 & 8	New York State and American History
Grade 9	World Cultures With Emphasis on Far Eastern and African Cultures
Grade 10	World History and Great Civilizations
Grade 11	American Studies
Grade 12	Social Studies Electives

At each of these grade levels, the Committee has prepared the sequential skill and concept developments which it has deemed important for achieving an effective, meaningful and productive social studies program. It is important that each teacher, at each grade level, seriously endeavor to implement those skills at the grade level for which he/she is responsible.

The goals of the project is mastery of Learning Skills, Inquiry Skills, Discussion Skills, Moral Development/Valuing Skills and Concept Development. The order in which they appear in this Guide is purely arbitrary, and each should be developed simultaneously throughout the school year. Each of the Guides is self-contained for that grade level and is color coded for easy reference. Each Guide contains skill descriptions, teaching activities, a flow chart and special helps. The teacher should first become familiar with each of the five skill areas when planning the year's work. Subsequently, the teacher should constantly check classroom progress in each area throughout the year.

Further development and evaluation of this program will be a continuing endeavor of the Project. It is necessary, therefore, that each teacher add supplementary materials as each may be forthcoming, utilize pre- and post- tests as they are issued, and respond to questionnaires and evaluation sheets which may be included.

This Guide contains the most recent results of countless hours of effort and contributions made by numerous teachers and administrators throughout the life of the Revitalization Program. Conscientious implementation will result in a program which infuses sequential skill and concept development into traditional content curriculum.

HOW TO TEACH SKILLS

For years, content has been the main focus in Social Studies Education. The Social Studies Revitalization Project has come to realize that skill mastery is as important as the acquisition and retention of information. With this in mind, skill development has a high priority in the implementation of our new Social Studies curriculum in this district. In spite of the fact that teachers have been teaching for skill mastery for many years, the Committee feels it is important that a review of skill development guidelines and techniques is worthwhile at this point.

Barry Beyer has developed four general guidelines:

1. The teaching of skills may be done with a variety of media. (films, experiences, as well as texts)

2. Content must serve as a vehicle as well as a goal for learning.

3. The most productive way to teach skills is to integrate them into the natural flow of the course content. For example, within the framework of a study of the American Revolution, the teacher may introduce and develop discussion skills, map skills, listening skills, concepts and values clarification.

4. The teaching of skills must be a conscious and organized effort on the part of both teacher and student.

   The teacher must:

   a. read about, tell about or show the skill
   b. explain the steps involved in using the skill
   c. demonstrate the skill

   The student must:

   a. practice the skill numerous times
   b. reflect on and summarize the skill*

Remember: There is a difference between teaching a skill and (constant) testing for skill acquisition. Teachers frequently assume students have previously acquired a skill, when, in fact, they may never have been systematically taught that skill.

*Beyer, Barry, Back To Basics, Social Science Education Consortium, 1977, pp. 21-23.

LEARNING SKILLS

INTRODUCTION

Seven learning skills were selected by the task group in the social studies project. Most of them will be very familiar to you, the teachers of education.

These skills are:

- Listening
- Speaking
- Viewing
- Reading
- Writing
- Map Skills
- Table, Charts, Graphs and Statistical Skills

The Learning Skills Task Group realized that many of these skills are already an integral part of your daily teaching, although they may not be emphasized in the context of social studies. We found that these skills are important to all students and are used in all disciplines.

The purpose of the Learning Skills section of this guide is to clearly define the skills and integrate them into the Social Studies Curriculum. Many of the sample activities can be adapted to various subject matters, as well as to the materials we used.

TABLE OF CONTENTS

LEARNING SKILLS

	PAGES
Listening	L- 3 - L- 5
Speaking	L- 6 - L- 9
Viewing	L-10 - L-12
Reading	L-13 - L-15
Writing	L-16 - L-19
Map Skills	L-20 - L-22
Tables, Charts, Graphs and Statistical Skills	L-25 - L-27

LISTENING SKILL BUILDING SEQUENCE

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can be aware of emotionally loaded terms and sweeping generalizations.								*	---	---	---	---	/
B.	Can follow sequence of ideas.	*	---	---	---	---	---	---	---	---	---	---	---	/
C.	Can recognize relationships from which inferences and conclusions can be drawn.	*	---	---	---	---	---	---	---	---	---	---	---	/
D.	Can be able to determine that some pertinent idea has been omitted and whether content and presentation are fair, accurate, and consistent to topic.								*	---	---	---	---	/
E.	Can follow directions given orally by teacher.	*	---	---	---	---	---	---	---	---	---	---	---	/
F.	Can gather data from a recording when guided or cued.	*	---	---	---	---	---	---	---	---	---	---	---	/
G.	Can gather data from teachers' and students' oral presentation.					*	---	/						
H.	Can gather data from a recording when not guided or cued.					*	---	---	---	---	---	---	---	/
I.	Can discriminate between main ideas and supporting details in an oral presentation and group discussions.					*	---	/						

* Grade at which skill is introduced
--- Grades at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

THE SKILL OF LISTENING

DEFINITION: An internal process in which the individual tries to understand the spoken language of other sounds.

Skill A Can be aware of emotionally loaded terms and sweeping generalizations.

Skill B Can follow sequence of ideas.

Skill C Can recognize relationships from which inferences and conclusions can be drawn.

Skill D Can be able to determine what has been omitted and whether content and presentation are fair, accurate and consistent to topic.

Skill E Can follow directions given orally by teacher.

Skill F Can gather data from a recording when guided or cued.

Skill G Can gather data from teacher' and students' oral presentations.

Skill H Can gather data from a recording when not guided or cued.

Skill I Can discriminate between main ideas and supportive details in an oral presentation and group discussions.

Note: The teacher is responsible for the following skills at this level:

Skill
A
B
C
D
E
F
H

Activities
Skill of Listening

Skill A Can be aware of emotionally loaded terms and sweeping generalizations.

Record a speech of an official of the Republic of South Africa favoring Apartheid and have students identify emotionally loaded terms and sweeping generalizations, and explain why they selected these terms.

Skill B Can follow sequence of ideas.

Using a film or filmstrip and recording, have students watch and listen, then have the student put the main ideas in sequential order.

Skill C Can recognize relationships from which inferences and conclusions can be drawn.

Use a recording, or have teacher read statements by known officials concerning the Israeli-Egyptian Peace Treaty. Have students determine to which group the person making the statement would belong: Pro-Israeli or Pro-Arab.

Skill D Can be able to determine what has been omitted and whether content and presentation are fair, accurate and consistent to topic.

This can be evaluated by analyzing the above speeches for accuracy and consistency.

Skill E Can follow directions given orally by teacher.

Give a quiz or exam using only oral directions and evaluate according to how well the directions were followed.

Skill F Can gather data from a recording when guided or cued.

Can be adapted to any oral lesson.

Skill G Can gather data from teachers' and students' oral presentations.

Mastered at Junior High Level.

Skill H Can gather data from a recording when not guided or cued.

Have students listen to an oral presentation, then ask to summarize the main ideas.

Skill I Can discriminate between main ideas and supportive details in an oral presentation and group discussions.

Mastered at Junior High Level.

SPEAKING SKILL BUILDING SEQUENCE

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can give an oral report.	*	---	---	---	---	---	---	---	---	---	---	/	
B.	Can participate orally and effectively in:					*	---	---	---	---	---	---	/	
	a. small group discussion													
	b. committees													
	c. forums													
	d. debates													
	e. skits													
C.	Can effectively participate in role-playing situation.	*	---	---	---	---	---	---	---	---	---	---	/	
D.	Can pronounce selected social studies terms correctly.	*	---	---	---	---	---	---	---	---	---	---	/	
E.	Can develop and conduct oral interviews.	*	---	---	---	---	---	---	---	---	---	---	/	

* Grade at which skill is introduced
--- Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

THE SKILL OF SPEAKING

DEFINITION: The ability to use audible symbols effectively and understandably.

Skill A Can give an oral report.

Skill B Can participate orally and effectively in:

a. small group discussions
b. committees
c. forums
d. debates
e. skits

Skill C Can effectively participate in a role-playing situation.

Skill D Can pronounce selected social studies terms correctly.

Skill E Can develop and conduct oral interviews.

Note: The teacher is responsible for all of the above skills.

ACTIVITIES
Skill of Speaking

Skill A Can give an oral report.

Give an oral report on any selected topic in the ninth grade curriculum.

Skill B Can participate orally and effectively in:

a. small group discussion
b. committees
c. forums
d. debates
e. skits

Divide students into groups and have them investigate a current problem facing an underdeveloped country in Asia or Africa and conduct a debate.

Skill C Can effectively participate in a role-playing situation.

Have students select from historical situations characters either real or imaginary and have them role play the situation as it might have been. Students will be given clues into the character they are playing and background of the situation. Time will be given for preparation.

Helps for students who are role playing. Students will:

a. not disclose your role description
b. read description and play role conscientiously
c. put self into role - but not overact
d. be natural, but emphasize behavior aimed at fulfilling role

Source: Structured Experiences for Human Relations Training - University Associates Publishers Consultants

Skill D Can pronounce selected social studies terms correctly.

Introduced at Primary Level
Supplementary Level

These general activities can be adapted to any level of learning.

1. Word scrambling - each one in a group of scrambled words is followed by a definition that states the meaning of the word when it is correctly spelled. Read each of the definitions and then unscramble the word.

2. Several sets of words are given. In each set, two words have a definite relationship; following these two words is a single word followed by a blank. Below the blank are three words. Choose the word that is related to the word preceding the blank in the same way as the first two words are related.

Example:

employer; employee - management labor, trade, labor, employment

3. Attaining Concepts

Teacher	Student
a. say this word after me...	repeats word
b. this is an...	looks at object, listens to description
c. this is also an...	given, or reads statements which are illustrative examples of the concept
d. this is not an...	looks at new object, or listens to new description or reads statements which are not samples of the concept (but which may be similar form, etc.)
e. show me an... or tell me what you think an... is or which of these describes an... or is this an...	points to object. Defines the concept. Selects from one or more description
f. asks: How then would you define an...	gives summary. generalizations (definition of concepts)

4. Anagram Games, using specialized vocabulary at specific level.

   Source: Success With Words in Social Studies, English, Science, Math by Harold L. Herber

5. Use words surrounding an underlined term in each of a group of sentences to figure out the meaning of the term. Example: The interactions of biotic factors influence the development and survival of each other and the species.

6. There are six words in each section. Cross out the two words in each group that you feel are not related to the others. In the blank at the top of each group, write the term from the list which best describes the relationship fo the remaining four.

7. Use each pair of words, in a list given, in a single sentence that shows the relationship between the words.

   a. population : species
   b. community : population

8. For several groups of words, arrange each of the groups into a logical progression. State the reason for the sequence in the blank provided.

Skill E Can develop and conduct oral interviews.

Each student will conduct an interview of at least 10 minutes. The person and topic of the interview can be determined by the teacher and students. The student will be required to develop questions for the interview and the interview will be tape recorded for evaluation. (Could be an interview of people from other countries - exchange students, foreign visitors, etc.)

VIEWING SKILL BUILDING SEQUENCE

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can list information derived from a single, still photograph	*	---	---	---	---	---	---	/					
B.	Can describe what is portrayed in a single, still photograph	*	---	---	---	/								
C.	Can classify photographs by subject	*	---	---	---	---	---	---	---	---	---	---	---	/
D.	Can discriminate between relevant and irrelevant visual evidence	*	---	---	---	---	---	---	---	---	---	---	---	/
E.	Can make generalizations from visual evidence in single pictures, transparencies, cartoons, movies, filmstrips, or collections of pictures	*	---	---	---	---	---	---	---	---	---	---	---	/
F.	Can arrange an interpretive display on a bulletin board					*	---	---	---	---	---	---	---	/
G.	Can interpret television	*	---	---	---	---	---	---	---	---	---	---	---	/
H.	Can identify and distinguish between various visual media					*	---	---	---	/				

* Grade at which skill is introduced
--- Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

THE SKILL OF VIEWING

The visual inspection and critical assessment with a particular purpose in mind.

Skill A Can list information derived from a single, still photograph.

Skill B Can describe what is portrayed in a single, still photograph.

Skill C Can classify photographs by subject.

Skill D Can discriminate between between relevant and irrelevant visual evidence.

Skill E Can make generalizations from visual evidence in single pictures, transparencies, cartoons, movies, filmstrips or collections of pictures.

Skill F Can arrange an interpretive display on a bulletin board.

Skill G Can interpret television

Skill H Can identify and distinguish between various visual media. Introduced at Intermediate Level

Note: The teacher is responsible for the following skills at this level:

Skill F
G

ACTIVITIES
Skill of Viewing

Skill A Can list information derived from a single, still photograph.

Skill B Can describe what is portrayed in a single, still photograph.

Skill C Can classify photographs by subject.

Skill D Can discriminate between relevant and irrelevant visual evidence.

Skill E Can make generalizations from visual evidence in single pictures, transparencies, cartoons, movies, filmstrips or collections of pictures.

The above skills have been mastered by Grade 9.

Skill F Can arrange an interpretive display on a bulletin board.

Activities involved here can be adapted to all levels, stressing the skill of organizing, creativity, using the best media to express the idea, simplicity, and clarity.

Skill G Can interpret television.

Activities involved here can be adapted to all levels, according to circumstances and at the discretion of the teacher.

Skill H Can identify and distinguish between various visual media.

This skill has been mastered at an earlier level.

READING SKILL BUILDING SEQUENCE

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can sound out and pronounce words.	*	---	---	---	---	---	---	---	/				
B.	Can understand the meaning behind the printed word from context, from written definitions, and by matching words with pictures.	*	---	---	---	---	---	---	---	---	---	---	/	
C.	Can discriminate between the main idea and subordinate details in paragraphs, or in longer prose passages.	*	---	---	---	---	---	---	---	---	---	---	/	
D.	Can select relevant factual data from a prose passage, maps, charts, graphs, tables, units, summaries, appendixes, title page.					*	---	---	---	---	---	---	/	
E.	Can follow and UNDERSTAND written directions.	*	---	---	---	---	---	---	---	---	---	---	/	

* Grade at which skill is introduced
--- Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

THE SKILL OF READING

DEFINITION: A complex process of grasping the meaning from print, imagining, translating, inferring the intent, organizing ideas and evaluating meaning.

Skill A Can sound out and pronounce words.

Skill B Can understand the meaning behind the printed word from context, from written definitions, and by matching words with pictures.

Skill C Can discriminate between the main idea and subordinate details in paragraphs or in longer prose passages.

Skill D Can select relevant factual data from a prose passage, maps, charts, graphs, tables, units, summaries, appendixes, title page.

Skill E Can follow and understand written directions.

Note: The teacher is responsible for the following skills at this level:

Skill B
C
D
E

ACTIVITIES
Reading

Skill A Can sound out and pronounce words.

Mastered at Intermediate Level

Skill B Can understand the meaning behind the printed word from context, from written definitions, and by matching words with pictures.

1. Research a current problem or person from current newspaper and magazine material and present in some form.

2. Interpretation of cartoon material. (See N.Y.S. Statewide Achievement Exam or Comprehensive Exam in Social Studies.)

3. Experience in making out various forms such as Income Tax forms, licenses, auto registration forms, etc., - also passport applications.

Skill C Can discriminate between the main idea and subordinate details in paragraphs or in longer prose passages.

1. Given a written passage, ask to outline, showing main ideas, and subordinate ideas.

2. Given a piece of prose or poetry, interpret the main and subordinate ideas, by answering a series of questions based on the given material.

Skill D Can select relevant factual data from a prose passage, maps, charts, graphs, tables, units, summaries, appendixes, title page.

Interpretation of any given map, chart, graph, etc.

See Learning Skills - Tables, Charts and Graphs.

Skill E Can follow and understand written directions.

Given a series of instructions to be carefully read and followed - ending with final instructions not to do any of the above. (Note: this is a good test to see whether they actually read instructions and directions, as well as following them.)

WRITING SKILL BUILDING SEQUENCE

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can write short answers to questions found in the text and on worksheets.		*	---	---	---	---	---	---	/				
B.	Can construct one-sentence answers to several types of questions.		*	---	---	---	---	---	/					
C.	Can write a short paragraph consisting of a topic sentence and several short sentences containing evidence.			*	---	---	---	---	---	---	---	---	---	/
D.	Can write a short essay consisting of two or more paragraphs.					*	---	---	---	---	---	---	---	/
E.	Can construct and utilize questions which are designed to secure specific pieces of data.								*	---	---	---	---	/
F.	Can research and write term papers.					*	---	---	---	---	---	---	---	/

* Grade at which skill is introduced
--- Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

THE SKILLS OF WRITING

DEFINITION: Communication by using written language symbols

Skill A Can write short answers to questions found in the text and on worksheets.

Skill B Can construct one-sentence answers to several types of questions.

Skill C Can write a short paragraph consisting of a topic sentence and several short sentences containing evidence.

Skill D Can write a short essay consisting of two or more paragraphs.

Skill E Can construct and utilize questions which are designed to secure specific pieces of data.

Skill F Can research and write term papers.

Note: The teacher is responsible for the following skills at this level:

Skill C
D
E
F

ACTIVITIES
Writing Skills

Skill A Can write short answers to questions found in the text and on worksheets.

Mastered at Junior High Level

Skill B Can construct one-sentence answers to several types of questions.

Mastered at the Intermediate Level

Skill C Can write a short paragraph consisting of a topic sentence and several short sentences containing evidence.

Through research the students will briefly refine the topic of the compromising process as used at the Consitutional Convention of 1787.

Skill D Can write a short essay consisting of two or more paragraphs.

Students at this level should be able to expand essay answers to cover the essentials needed to answer an essay question. A good source of essay questions is the Statewide Achievement Examination in Social Studies and the Comprehensive examination in Social Studies.

See L-28 and How to Write Essays for Social Studies at the end of this section.

Skill E Can construct and utilize questions which are designed to secure specific pieces of data.

1. Have students develop questions from a particular assignment, and also write down the answers they would expect for each question.
2. Prepare pertinent questions for a personal interview.
3. Construct a list of questions which you need to answer in writing a report.

Skill F Can research and write term papers.

Activities developed in writing a research paper - such as:

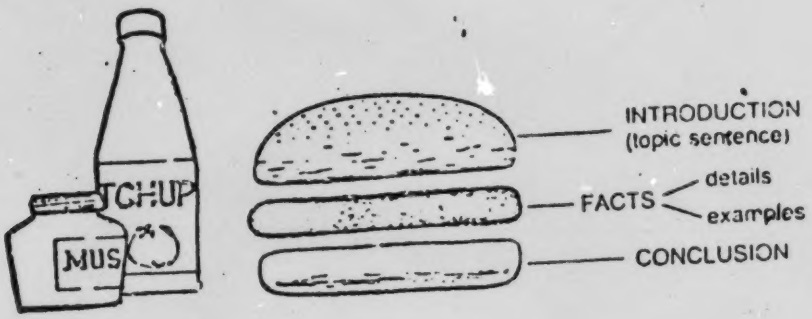
a. given sample bibliographical cards, prepare a proper bibliography
b. given sample excerpts, determine whether a footnote is necessary
c. have students read a selected passage, then practice note-taking by categorizing main ideas
d. write a research paper, based on fundamental activities leading up to same

Note: A good soruce for mechanics is Scholastic Social Studies Skills Reference and Research A, also term papers are very effective projects for English and Social Studies.

Help in Organizing Essays

The organizing and writing of essays is an important skill to develop in Junior High. The following will be of value:

> "Teachers can help students learn how to organize their ideas in writing. Probably the most useful device for helping younger students to organize simple paragraphs is what someone once called a "hamburger paragraph." You will recall that a hamburger has a top half bun and a bottom half bun enclosing a juicy piece of meat which has been laced with condiments like salt, ketchup, mustard, onions, and the like to make it more tasty. A well-organized paragraph resenbles a hamburger (see illustration).



It, too, has a top half bun: a topic sentence which states the paragraph's organizing idea. It also has a bottom half bun: a sentence which wraps up the paragraph by pulling together and describing the significance of the idea that the paragraph attempts to communicate. The "meat" of the paragraph consists of the information presented to explain, clarify, exemplify, or support this main idea. The deails and examples used to explain the facts correspond to the ketchup and other condiments which make the meat of a hamburger more palatable. By explaining this analogy to the students, using it as a guide in evaluating paragraphs, and using it when making assignments ("Write a hamburger paragraph in answer to this question."), teachers can guide students to better organize their written work.

Of course, an essay can be viewed as nothing more than an extended paragraph, just as a hanburger enlarged becomes a "Big Mac" or some similar concoction. Here each segment or paragraph is separated from the next by a transitional sentence. The whole idea can be extended into a maxiburger of heroic proportions.

Obviously, this procedure is not a very sophisticated way of organizing ideas. But it serves as a beginning. Once students have mastered it, they can learn other ways to organize ideas in written form. The value of this technique lies in its concreteness, simplicity, and immediate utility as a guide to students who need help in organizing ideas on paper.

Source: Beyer, Barry; Back to Basics, Social Science Education Consortium, 1977, page 31-32.

MAP SKILL SEQUENCING

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can accurately determine the distance from one point to another.		*	---	---	---	---	---	---	---	---	/		
B.	Can locate varieties of natural phenomena patterns of land use, density of population, relative size of communities, etc.		*	---	---	---	---	---	---	---	---	/		
C.	Can state the relative advantages and disadvantages of various types of map projections.				*	---	---	---	---	---	---	/		
D.	Can construct and label a map.		*	---	---	---	---	---	---	---	---	/		
E.	Can understand and interpret map symbols.		*	---	---	---	---	---	---	---	---	/		

* Grade at which skill is introduced
--- Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

MAP SKILLS

Skill A Can accurately determine the distance from one point to another.

Skill B Can locate varieties of natural phenomena patterns of land use, density of population, relative size of communities, etc.

Skill C Can state the relative advantages and disadvantages of various types of map projections.

Skill D Can construct and label a map.

Skill E Can understand and interpret map symbols.

Note: The teacher is responsible for all of the above skill areas.

ACTIVITIES
Map Skills

Skill A Can accurately determine the distance and direction from one point to another, equating time and distance.

1. Given a map, using appropriate latitude and longitude given, locate each place on the map

_____ a. 66½° N 170° W

_____ b. 60° N 45° W

_____ c. 50° - 55° N 80° W

2. Distances north and south on a world map or globe are measured from what line?

a. Equator
b. Prime Meridian
c. Greenwich Meridian

Skill B Can locate and interpret varieties of natural phenomena, patterns of land use, density of population, relative size of communities and so forth.

1. Using a climate map, compare the occupation of persons found in two different areas.

2. Atlas Skills Test

3. Using multicolored map, estimate altitude of selected points.

Skill C Can state the relative advantages and disadvantages of various types of map projections.

Compare the similar areas on three different map projections.

Skill D Can construct and label a map.

Construction of a physical map from salt or cornstarch (etc.) showing major countries, land forms and other map patterns.

Skill E Can understand and interpret map symbols.

1. Add depths and ocean currents.

2. Given a visual relief map, explain the nature of area shown. In essay form, describe what you see.

TABLES, CHARTS, GRAPHS AND STATISTICAL SKILLS

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can gather information from tables, charts, and graphs with and without specific cues.	*	---	---	---	---	---	---	---	---	---	---	/	
B.	Can convert from one form of written tabular or graphic representation to another with or without directions.	*	---	---	---	---	---	---	---	---	---	---	/	
C.	Can recognize inaccuracies or distortions in graphic presentations.	*	---	---	---	---	---	---	---	---	---	---	/	
D.	Can recognize, organize, and construct time lines.					*	---	---	---	---	---	---	/	
E.	Can use an index to gather or present statistical evidence.										*	---	/	

* Grade at which skill is introduced
--- Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

TABLES, CHARTS, GRAPHS AND STATISTICAL SKILLS

DEFINITION: The interpretation and representation for tables, charts, and graphs.

Skill A Can gather information from tables, charts, and graphs with and without specific cues.

Skill B Can convert from one form of written tabular or graphic representation to another with or without directions.

Skill C Can recognize inaccuracies or distortions in graphic presentations.

Skill D Can recognize, organize and construct time lines.

Skill E Can use an index to gather or present statistical evidence.

Note: The teacher is responsible for all of the above skills

ACTIVITIES
Tables, Graphs, Charts Skills

Skill A Can gather information from tables, charts and graphs with and without specific cues.

1. Interpretation of a class-made sociogram.

2. Base your answers to questions 34 through 37 on the information in the table below and on your knowledge of social studies.

	Country A	Country B	Country C
Type of Economic System	modified capitalism	socialism	communism
Population	200,000,000	6,500,000	18,500,000
Annual per Capita Income	$3,000	$100	$900
Paved Roads (in miles)	3,000,000	1,300	25,000
Value of Imports	$142 billion	$75 million	$150 million
Value of Exports	$258 billion	$35 million	$95 million

34. In country A, the basic economic decisions are probably made by:
    1. the central government, only
    2. a group of economic experts
    3. both government and the free market
    4. consumers in a completely free market

35. Which generalization is most likely true of country B?
    1. Its people are investing in economic enterprises at home and abroad.
    2. The economic decisions are made by private businessmen in a free market.
    3. Production and distribution of consumer goods are at a low level of development.
    4. Its economy is characterized by private ownership of the major means of production.

36. Which statement concerning the production of consumer goods in country C would most likely be true?
    1. It is greater than that of country A.
    2. It is less than that of country B.
    3. It is controlled by privately owned factories.
    4. It is secondary to the produciton of capital goods.

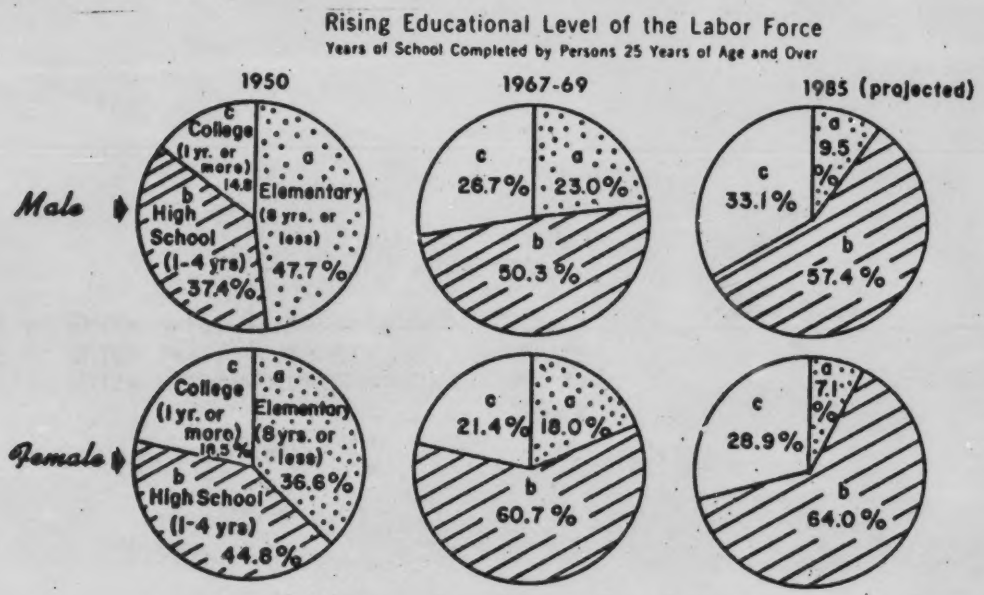
37. Most of the people in country B would probably make their living by working in:
    1. the government
    2. white-collar jobs
    3. subsistence agriculture
    4. mass-production industries

Skill B Can convert from one form of written tabular or graphic representation to another with or without directions.

Ideas	Agree	Disagree	Don't Know
The Federal Government should see to it that every person who wants to work has a job.	70%	26%	4%
It is not in our interest to be so friendly with Russia because we are getting less than we are giving them.	50%	33%	17%
The right of a woman to have an abortion should be left entirely up to the woman and her doctor.	67%	26%	7%
Government spending for military defense should be reduced.	37%	52%	11%
Racial integration of the schools should be achieved even if it requires busing.	22%	71%	7%
The Federal Government now runs many programs for health, education, and the poor. It would be better if these were run instead by the States.	63%	24%	13%

Using the above information, make pie charts comparing the whole population to the decisions made.

Skill C Can recognize inaccuracies or distortions in graphic presentations.



From *Roadmaps of Industry*, The Conference Board

Discuss one valid conclusion that can be drawn from these data.

In order to determine whether women were receiving fair wages for their educational attainment in 1967-69, cite the additional categories of information that you would need.

The information in the chart on the previous page may have great significance in the following areas:

a. changing nature of the labor force in general
b. changing roles of women
c. changing uses of leisure time.

In each of these areas, describe specific action that could be taken to prepare for these changes.

Skill D Can recognize, organize and construct time lines.

Given a list of important events of the history of a non-western country, have students construct a time-line.

Skill E Can use an index to gather or present statistical evidence.

Draw inferences and make generalizations through evidence using World Almanac and Atlases to compare information.

(Activity for this skill - See: "Inquiry Skills Workbook", by Ellis Prentice-Hall)

HOW TO WRITE AN ESSAY FOR SOCIAL STUDIES

- Pete Adams, Cortland Sr. High School

General Statement: the purpose of essays in social studies is to make the pupil think logically by using specific information found in events and movements in the social sciences. According to the New York State Regents, the pupil, in developing answers to essays, must be sure to:

1) include specific factual information and evidence whenever possible
2) keep to the questions asked; do not go off on tangents
3) avoid overgeneralizations or sweeping statements without sufficient proof; do not overstate your case

General

When teaching students about writing essays - be sure they understand the difference between the words - LIST, EXPLAIN, and DISCUSS.

Procedure

1. Have scrap paper ready as you read the question.
2. Read question at least 3 times.
3. As you read, ideas come to mind and those ideas should be jotted down on the scrap paper. (This does not mean full sentences; just words or ideas.)
4. After you have read the question three times, say to yourself "WHAT DO I HAVE TO DO". This is very important. Number, diagram or list all the things you have to do on your scrap paper immediately.
    a) Many questions tell you specifically to do 2 or 3 things. Other questions say to give examples of or they say to give illustrations of. Examples and illustrations are plural in these cases and that means you must discuss or explain or list at least 2 things. Watch for those plurals.
5. A perfect answer to an essay includes the 5 W's plus the H and the R. So - before you start writing your essay, write the following on your scrap paper.
    a) What?
    b) Why?
    c) When?
    d) Where?
    e) Who?
    f) How?
    g) Results?
6. Before you start writing the essay be sure you have the answers to the above questions and that you have enough materials for the credits you need for the particular question.
7. Check to see if the question requires a personal opinion or interpretation at the end - if not, then don't give your opinion or interpretation.
8. Now you are ready to write your essay. Make up a good introductory statement. Don't recopy the question. That is a waste of time and paper.
9. After you have written your essay in complete sentences and paragraphs, make sure you have an appropriate closing statement or summary or conclusion.

Example

Assume you had to answer the following question:

I. Discuss TWO ways in which the Crusades influenced the history of the Mediterranean world. (10 pts.)

Procedure

1. Read the question three times.
2. Analyze the question.
   a) Do I know the meaning of all the words? "Crusades," Mediterranean World."
   b) What do I have to do or explain? "The influence or effects of the Crusades on Mediterranean history."
   c) Jot down information on scrap paper
      The Crusades:
      a. Stimulated trade in Mediterranean Area.
      b. Revival of interest in classical culture.
         1) Italian cities with Arab and Byzantine Empire-products of Europe exchanged for goods from the East.
         2) Intellectual reawakening-Renaissance started in Italy (could also use the growth of cities, the Reformation, the exploration movement, rise of middle class, etc.)
3. Try 5 W's and H and R.
   What? - Holy Wars - Christians vs. Moslems
   Why? - to recapture Holy Land from Turks
   When? - about 1100 to about 1300
   Where? - from countries of Western Europe (France, England, German States to Palestine)
   Who? - Christians - individuals (Pope Urban II, Peter the Hermit, Richard the Lion Hearted, Philip Augustus)
   How? - Overland on foot; by boat from Italian cities across the Mediterranean
   Result? - failure to recapture Holy Land
   Beneficial outcome - growth of trade, decline of feudalism, growth of knowledge, revival of learning, rise of cities, rise of middle class, etc.
4. Have I organized enough material for 10 credits?
5. Do I have an introductory statement which restates the question? "In the period 1100-1300 the Crusades of Western Europe made repeated attempts to recapture the Holy Land from the Moslems. They, therefore, influenced the history of the Mediterranean World in many ways.?
6. Does the question require a personal opinion or interpretation at the end? - not in this question.
7. Do I have an appropriate closing statement?

Sample Answer to the Question

Question: Discuss two ways in which the Crusades influenced the history of the Mediterranean World. (10)

Answer: Roman supremacy, the impact of Islam, the Crusades and discovery of the New World have all influenced the history of the Mediterranean world.

a. One way in which the Crusades influenced the history of the Mediterranean World was that they stimulated trade between the East and the West via the Mediterranean Sea. Prior to the Crusades, the Mohammedans had controlled and maintained a monopoly over trade in the Mediterranean. Establishment of the Christian colonies in Asia Minor enables the rising merchant class of the Italian Peninsula to break the monopoly. Soon a flourishing trade between Europe and Asia began. Italian ships from Venice and Genoa piled back and forth along the Mediterranean area carrying spices, silks, carpets, jewels, and other goods of the Orient to be sold in the cities of Europe. The Mediterranean area became the richest and most important commercial region in Europe.

b. Another influence of the Crusades on the Mediterranean World was that they renewed in Europe an interest in the almost forgotten culture of Greece and Rome which had not quite disappeared in the East. (Constantinople). This renewed interest in classical culture ushered in the intellectual awakening called the Renaissance which arose first in Italy.

Thus, through the stimulation of commerce and the revival of interest in Greek and Roman culture, brought about by the Crusades, the Mediterranean World once again became the center of world affairs.

Example Essay 2

Question: Giving illustrations, show that each of two of the following statements describes the feudal period of Europe. (10)

a. The feudal manor was a self-sufficient economic unit.
b. The feudal system glamorized military combat.
c. The Church played an important part in the history of medieval Europe.
d. The Crusades contributed to the decline of feudalism.

Answers:

a. The following are illustrations to show that the feudal manor was a self-sufficient economic unit. All the farm products necessary for living were grown on the manor. Agriculture was the principal activity. The lord of the manor owned the land; it was cultivated, however, by a large group of peasants whose status was that of unfree serfs. The farm products grown by the serfs supplied all the food for the people of the manor. Besides the lord and his family and his many retainers (knights) there were many craftsmen in the manor. These worked in establishments where they produced articles or performed services for the people of the manor. There were, for example, the blacksmith, the cobbler, the miller, the keeper of the wine press, the baker, the butcher, the chandler, the harness maker, the carpenter, the cabinet maker and others. Each of these rendered services for others on a system of barter, exchange. Little or no money was used. Since there were few, if any roads, communications between manors was very difficult and there was little or no trade and commerce in the early Middle Ages. There, each manor was practically a self-sufficient community.

b. The following illustrates how feudalism glamorized military combat: military service was considered noble, while labor was considered ignoble. Only members of the aristrocracy had the "privilege" of being warriors and knights. Even a poor knight had at least a small manor with his own retainers and serfs. These knights were vassals of powerful lords to whom they swore allegiance. The ceremony of this swearing in was called "homage" and was an elaborate affair. The vassal knelt before the lord and swore eternal service. In this way the vassal undertook to render military service to his lord and to be a retainer at his court. Out of this grew the institution of chivalry. Knights were carefully groomed for their careers. First, they served as "pages" and began training in the use of arms. They were taught "courtesy". In the late "teens" each page became a "Squire" and accompanied his lord and tended him in battle. At about the age of 21, a Squire was eligible for knighthood. This too, was an elaborate religious ceremony. The knights then participated in special tournaments, engaging in individual and group jousts for the favor of their fair ladies. These knights then also went to war when the lord, a vassal to the king, was called upon to fight by the king.

Other answers:

The Church played a major role. Examples:

1. Work of the monasteries - maintained farms, helped needy and sick, ministered to religious needs of people. Kept learning alive by safeguarding and copying ancient Greek and Roman manuscripts, maintaining schools, training theologians. Maintained law and order and the church set up a code of morality and a way of life. Preached obedience, humility, the Golden Rule. Could influence in war - Peace of God. All fighting to cease on the Sabbath. Church played a role in the Arts. The great Cathedrals in Gothic style made important contributions in painting, sculpture and architecture.

2. Contributions of Crusades to decline of feudalism. Destruction of Manors. Many feudal lords participated in Crusades - stayed away from manors for long periods - many perished. Large numbers mortgaged their lands to obtain money for their expeditions. Many feudal manors remained neglected. A good many were taken over by the kings and consolidated to from new nation states. This broke down the isolation and self-sufficiency of the manor. Crusades stimulated trade with Europe and the Orient. This caused the rise of cities. Serfs fled or escaped the manor to live as free citizens of towns and cities. Great variety of goods from Asia and development of trade routes broke down isolation and self-sufficiency of manor. Cultural isolation, too, broke down as people discovered culture of Moslems. Feudalism could no longer serve needs of most people in Europe.

The question below is an example of the type of questions that are asked on the new Comprehensive Social Studies Regents exams. It requires the pupil to solve problems. I will first write the question, and then I will show you how the student might be taught how to approach such a question in an attempt to answer that question.

Below is a list of topics of current concern in the United States.

Topics

1) Military aid to nations of the Middle East
2) Environmental protection programs
3) Health care
4) Urban mass transit systems
5) Employment
6) Municipal financing

A) Select three of the topics from the list above and for each topic selected, identify one major problem related to that topic. (3)

B) For one of the problems identified in your answer to A, suggest two possible solutions. For each solution, identify and discuss one possible short-range consequence and one possible long-range consequence of that solution. (12)

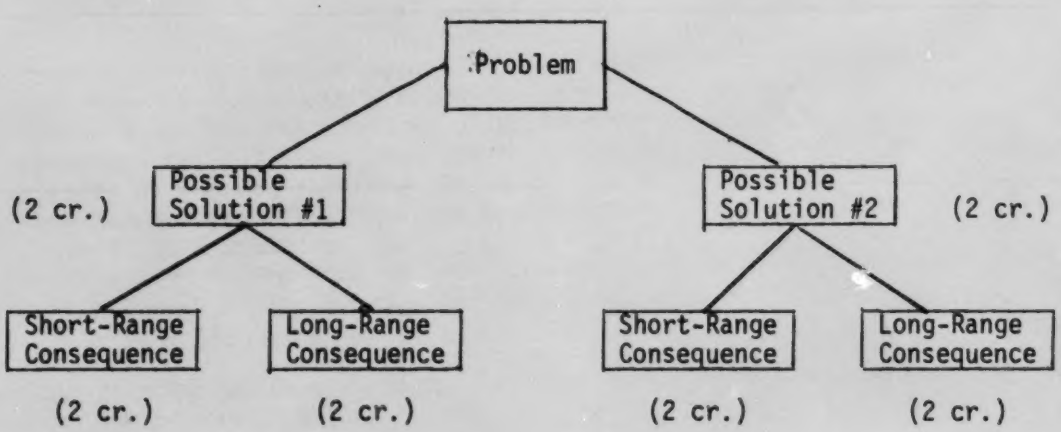
The question is a process-type question which requires the skills of problem identification and problem solving. The topics are thematically wide-ranging.

a) Each answer should reflect the student's insight concerning a potential problem related to the topic. For example:

1. Military aid to nations of the Middle East might contribute to the outbreak of new hostilities by escalating the ability to conduct war.

2. Environmental protection programs may have negative effects on the economy by causing loss of jobs and regarding the exploitation of natural resources.

b) The answer to this section can be graphically represented as follows:



For example:

Possible Solution #1 - Extending military aid to Middle Eastern nations in a way designed to establish a balance-of-power situation, with the clear understanding that aid is for defensive purposes only and is not to be sought from other nations.

Short-Range Consequence - Risk of serious disagreements between nations of the area and the United States over needs, types and quantities of aid, and risk of an intensified arms race in the Middle East.

Long-Range Consequence - Possible shift from uneasy armed truce to acceptance of general negotiated settlement.

Possible Solution #2 - Ending all military aid to Middle Eastern nations, but offering instead economic aid and increased trade credits in return for reduced military tensions.

Short-Range Consequence - Risk of Middle Eastern nations turning to other sources of military aid, perhaps hostile to the United States, thus complicating the arms race in the region.

Long-Range Consequence - Possible development of mutually beneficial economic and commercial relations among nations of the area as a first step toward a general negotiated settlement, or intensification of tensions to flashpoint, thus igniting another Middle East war and possible leading to a Great Power confrontation.

As indicated above, each possible solution is worth two credits; each short-range and long-range consequence is worth two credits.

The diagram on the previous page was reproduced from the "Guide to Evaluating Essays" in the answer key to the August 18, 1976 Comprehensive Examination in Social Studies.

The following question is a good example of a question that students lose points on because they forget what they are to do. See part b, 2. Most students will forget the part about <u>why it was important in American History</u>.

1. a. Explain how the power of judicial review was established by the United States Supreme Court. (3)

   b. (1) Name and discuss THREE important decisions of the United States Supreme Court in the last two centuries. (6)

   (2) Explain why each decision discussed in part b, (1) was important in American History. (6)

Note: Part b, (2) - most students will forget this part and lose 6 credits.

The following is an example of how the above question should have been answered.

1. a. Marbury vs. Madison (1803) was the case in which the United States Supreme Court established the principle of judicial review. The Federal Constitution had provided for the creation of a federal judiciary in Article II and had outlined its jurisdiction. There was no provision for judicial review amont the expressed powers of the federal courts. There was a statement, however, that this Constitution and all the laws and treaties enacted under it should be the "supreme law of the land." The Court, under the doctrine of implied powers, held that this gave the federal courts the power to pass upon the constitutionality of acts of Congress. This principle was later applied to state laws also and became the corner of American law.

   The point at issue in this case was whether the Court had the power of judicial review, that is, whether it could legally pass upon the constitutionality of an act of Congress. The particular act in question was the Judiciary Act of 1789. One of its provisions had empowered the Court to issue writs of mandamus to compell public officials to perform their public functions. In this case, John Marshall and his Court had to determine if Congress had acted in a constitutional manner when they had adopted this provision and if, accepting the view that Congress had acted unconstitutionally, the Court had the power to declare that section of the act null and void.

   The Court found the provision to be unconstitutional and declared it null and void. It refused to issue the writ of mandamus requested by Marbury. This decision affirmed the doctrine of judicial review.

   b. 1. McCulloch vs. Maryland (1819) - This decision concerned the constitutionality of the United States Bank. In 1816 Congress had chartered the Second United States Bank. A portion of its stock was owned by the United States government. The Bank was authorized to issue bank notes which were to circulate currency. Maryland imposed a tax on the business transacted by the Bank within its borders. The bank, claiming to be an institution of the national government, refused to pay this tax.

The questions at issue were the following:

Was the Bank constitutional?
Did a state have the power to tax it?

The Court decided that the implied power clause permitted Congress to use its powers to raise revenue, coin money, borrow money, and other financial powers in order to establish a bank. It also ruled that inasmuch as "the power to tax is the power to destroy," no state might be permitted to tax an agency of the United States.

Dartmouth College vs. Woodward (1819) - The State of New Hampshire had changed the charter of Dartmouth College, issued many years before by the Colony of New Hampshire. One of the displaced trustees challenged the legality of that action.

The question was whether New Hampshire had impaired the obligation of a contract in violation of Article I of the federal Constitution. The Supreme Court ruled that a charter issued to a corporation was a contract and could not be altered by a state under the above provision.

Gibbons vs. Ogden (1824) - This case binged on the question whether a state or the federal government had control of the navigable waters within a state. Ogden had a license which gave him exclusive right to navigation of the Hudson between New York and New Jersey, while Gibbons had a license from the federal government. The Supreme Court ruled that the federal government, under its power to regulate foreign and interstate commerce, had jurisdiction over all navigable bodies of water whether within state boundaries or not. This principle invalidated the New York State permit.

2. McCulloch vs. Maryland - This decision was important in American history for the following two reasons: (1) it affirmed as a principle of law that the powers of Congress, specifically enumerated in the Constitution, should be interpreted loosely or broadly so as to give Congress much latitude as to what was "necessary" or "proper" to execute its powers. This principle has, with but few exceptions, been since followed by the Supreme Court and has enabled Congress to legislate in a wide variety of ways to meet many changing conditions without the necessity of too many constitutional amendments. It affirmed the principle that acts of a state legislature, as well as acts of Congress, are subject to review by federal courts if a constitutional question is involved. This, too, has become a basic principle of American law.

Dartmouth College vs. Woodward - This case was important in American history because it established the principle that corporate charters may not be altered by states at will in the absence of a clause in the contract giving the state that power. In practice, this decision has resulted in the insertion of a clause giving the state the power to alter the charter when it deemed it necessary. The chief importance of this decision was that it marked another step in the direction of asserting the authority of the federal courts over the acts of the states whenever a constitutional issue was raised.

Gibbons vs. Ogden - This decision was important in American history because it laid down the principle that all navigable waters were within the jurisdiction of the federal government. It marked a further extension of the powers of the federal government and a limitation upon the powers of the states. It was another evidence of the trend to interpret the "necessary and proper" clause in the broadest possible way to enlarge the powers of Congress.

Note: The students could have selected any number of important decisions together with their importance. I have listed a few...

	Case	Decision	Importance
1.	Fletcher vs. Peck (1810)	Court upheld a grant invalidated by a state legislature.	Principle of judicial review of of acts of state legislatures established for the first time. Court upheld the principle of "sanctity of contract".
2.	Brown vs. Board of Education (1954)	Court reversed doctrine of "equal but separate" facilities in public schools previously laid down in Plessy vs. Ferguson (1896). Segregation in public schools held illegal.	Reversal of old doctrine threw South and parts of North into turmoil. Compelled to desegregate public school. Much resistance to this decision. Now means busing of students - big problem in cities - Boston recently.
3.	Gideon vs. Wainwright (1963)	Issue: Due Process of Law and Right to Counsel. State of Florida had denied defendant due process under 14th Amendment by not granting him his 6th Amendment right to counsel.	Every person charged with a cr is entitled, when having a jury trial, to have a lawyer. If he can't afford one - court must appoint one. Court ordered all people in prison who were denied right to counsel must be retried.
4.	Escobedo vs. Illinois (1964)	Issue: Self-Incrimination and Right to Counsel: Court ruled that defendant was not told by police his right to remain silent (5th) - and forced confession from him - without his lawyer present.	All persons accused of a crime must be informed of their rights by police and when being questioned must have lawyer present. Police upset - claim it cripples law enforcement and almost requires police cars to be equipped with public defenders.

WHEN CORRECTING AN ESSAY

1. Look for the 5 W's plus H and R.
2. If a student makes a statement be sure he has used examples or facts to back up or to prove what is said is true.
3. Make notations on students paper so that the student understands where he or she has not explained properly and why he or she has lost credit.
4. Write the words such as: when, why, where, who, etc., also write the words "give examples", "prove it". Use question marks if the answer is not clear in your mind. Underline things that are wrong.

5. Write clues or suggestions for possible material the student could have used to improve his or her answer.
6. When returning essays - read a poor answer out loud to the class. Have the class tell you what things were missing in the essay or how the essay could have been improved.
7. Then read a good essay out loud to the class. Ask for any comments from the class concerning this paper.
8. Indicate on a poor essay paper that you want the student to do it over. The only way you will get them to write good essays is to drill, drill, drill. This means doing many essays so that the students gain confidence in writing and expressing themselves.
9. If a student has a real problem understanding - have a conference with that student. Possibly involve his or her English teacher to try and help the student.

Below you will see a question from the American Studies Midterm - Regents.

Following the question there will be two examples of how this question was answered by two different students. You will also notice how I attacked the one essay answer and you will also notice that I made very few comments on the other student's paper because it was practically perfect.

American Regents - Midterm - 1977 Essays Adams

3. This question consists of three separate incomplete statements. Each statement is followed by three expressions 1-3, any one of which may be considered a suitable completion for that statement. You are to select ONE expression from statement A, ONE from statement B, and ONE from statement C. Then on your essay paper, write the number preceding each statement - (example - A.1) and in three to five well-developed sentences, give the reason why the resulting completed statement is valid. Credit will be based on the acceptability of the reason given. Remember, you must select one statement from each of the three selections. (15)

   Selections:

   A. There has been repeated disagreement between the Federal government and state governments over the 1) nullification issue in the 19th century or 2) voting rights in the 19th century or 3) extension of Federal power in the 20th century. (5)

   B. During the course of American History our society has been influenced by ideas from Europe in the area of 1) political traditions or 2) religious traditions or 3) social institutions. (5)

   C. There has been repeated debate over the issue of 1) granting amnesty to draft dodgers or 2) a persons right to die, or 3) re-instituting the death penalty for major crimes. (5)

On the following pages see the two different ways the question was answered and also how I correct essays.

BEST COPY AVAILABLE

*3)

(A,1)

The nullification issue during the 17th century was a document by John C. Calhoun saying that the states had the right to secede from the Union or disagree with laws passed by congress. This law caused great disagreement between the states and federal government. The state in the south ~~xx~~ especially S.C. were arguing of the tariff by the federal government. S.C. wanted very much to adopt the nullification issue. The federal government said that the states didn't have the right to secede or deny laws passed by congress. The argument of whether the state has the right to secede will never be solved until the Civil War - Yes

When?

What happened?

(B,1) Many political traditions or forms of government have been incorporated into our government from England. We have got our bicameral legislature with to ~~2~~ houses from England. One is the seperation of power is that the English form of government is similar to ours. The English government also has a Prime Minister who is like our President who isn't chosen by the people but by Prime Minister must be a member of House of Commons.

+57

1789?

??

BEST COPY AVAILABLE

people's representatives in Parliament. House of Commons +60

(c,3) The re-instituting the death penalty has brought many debates. The Bill was brought when he wanted to be executed was held off for many months because there was such a great debate over wether he should die. The major debate — how is how to figure out what the major crimes are and what the punishment should be. The penalty for death has been stopped and brought back in, in many states for murderers and will probably continue for years until some major decision by the Supreme Court, or Congress is made. Karen Davis case +6?

P.S. Gilmore was executed — Monday Jan. 17, 1977 in Utah

2 main debates
Not developed
Not supported

The next pages contain the other students answer to question #3.

Essays

94

Amer. History M-Th

Group I
#3

BEST COPY AVAILABLE

A,1. There has been repeated disagreement between the Federal government and state governments over the nullification issue in the 19th century. This statement is valid because in 1828, after the Tariff of Abominations, John Calhoun wrote "South Carolina Exposition and Protest." This document set forth the doctrine of nullification stating that states had the right to declare federal laws unconstitutional (Null + void). South Carolina declared the Tariff of (1828 + 32) null + void and the President Andrew Jackson threatened the state with military enforcement of the law. These issues increased sectionalism and the northern and southern political, social, and economic differences. As a result of nullification, 33 years later the South attempted to prove itself right by starting the Civil War. + 69

BEST COPY AVAILABLE

B,1. During the course of American History our society has been influenced by ideas from Europe in the area of political traditions. This statement is supported by the fact that the United States has a bi-cameral Congress, as does England. Our Declaration of Independence took many of its ideas from the writings of Montesquieu and Rousseau. Yet, probably the greatest European influence on our political traditions are the writings of John Locke, Montesquieu, and Rousseau. The basic ideas of these great writers form the basis for our democratic government. John Locke said, "the government is a contract between the people and itself." Our democracy is based on "government by the consent of those governed." + 74

C,3. There has been repeated debate over the issue of re-instituting the death penalty for major crimes. The debate has been increased over the case of Gary Gilmore and his "Death Wish." The publicity that the Gilmore case received led to intervention of the NAACP and the Civil Liberties Union, fighting

BEST COPY AVAILABLE

for a national ban on death penalties. The debate even went as far as it to involve the Supreme Court who ruled against Gilmore's "wish." Yet, finally, Gilmore was allowed to die "respectfully." + 79

If you study the second answer you will see that this student followed all the steps on how to write a good essay. (see pages 1-3 of this report)

Information for this report was compiled by:

Peter P. Adams
Social Studies Department
Cortland Senior High School
Cortland, NY 13045
1/28/77

Note: Also available, State Education Department Social Studies Bulletin

INTRODUCTION

During the past decade, increased attention has been given to the teaching of social studies skills from kindergarten to the twelfth grade. The usual emphasis placed on acquiring content as an end in itself can no longer be justified. To survive in our rapdily changing world, our children do not need to memorize a myriad of useless facts, soon to be forgotten or superseded by new knowledge. Rather, they must leave the classroom equipped with the skills needed to uncover, process, and interpret data. In other words, with the realization that knowledge is doubling almost every decade, our children must possess the skills which will not only enable them to choose relevant data from constantly changing knowledge, but will also enable them to revise and re-evaluate what they have learned.

With this in mind, social studies educators must give priority to teaching skills that will be of most value to their students in the future. Probably the most important of these are problem-solving and critical thinking skills. Once acquired, these skills will enable children to learn independent of the classroom, thus becoming more responsible for their own education. Students equipped with these skills might be better able to cope with their personal problems, as well as survive the complexities of modern day society. Perhaps the most effective way in which these particular skills can be taught is through the use of inquiry.

What is "inquiry"? Some people have labeled it an approach, some have referred to it as a teaching method, while still others have termed it a strategy. Adding to the vagueness even more, some people believe that inquiry is synonymous with asking questions, analyzing information, critical thinking, or problem-solving. Yet amidst all this confusion, one common feature of inquiry emerges - that is, inquiry refers to a specific way that people can be guided in learning. According to Beyer, inquiry is a process that requires the learner "to perform

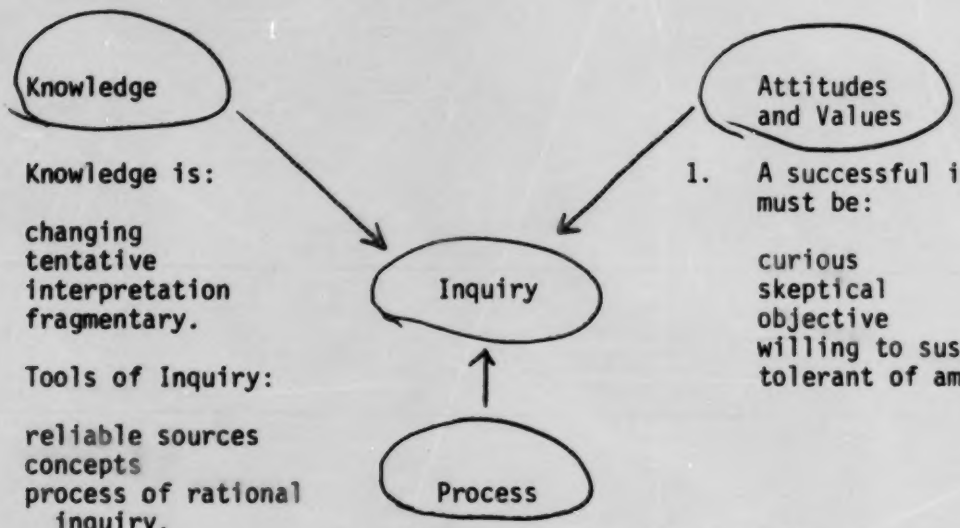
INQUIRY SKILLS

TABLE OF CONTENTS

	PAGE
Introduction	I- 1
Flow Chart	I- 6
Skill Descriptions and Objectives/Evaluation Items	
Noting Similarities and Differences	I- 7
Classifying	I-18
Drawing Inferences	I-23
Generalizing	I-27
Hypothesizing	I-33
Distinguishing Between Facts and Opinions	I-41
Identifying Needed Evidence	I-46
Recognizing Biased Statements	I-62
Asking Useful Questions	I-63
Distinguishing Between Primary and Secondary Sources	I-74
Evaluating Sources of Information	I-76
Hints for Teaching Inquiry	I-83

certain intellectual operations in order to make experience understandable."* It requires working with data in a special way, certain kinds of knowledge, and the possession of a unique set of attitudes and values that will support this particular way of learning.

Refer to the diagram below...*



1. Knowledge is:

   changing
   tentative
   interpretation
   fragmentary.

2. Tools of Inquiry:

   reliable sources
   concepts
   process of rational inquiry.

1. A successful inquirer must be:

   curious
   skeptical
   objective
   willing to suspend judgement
   tolerant of ambiguity.

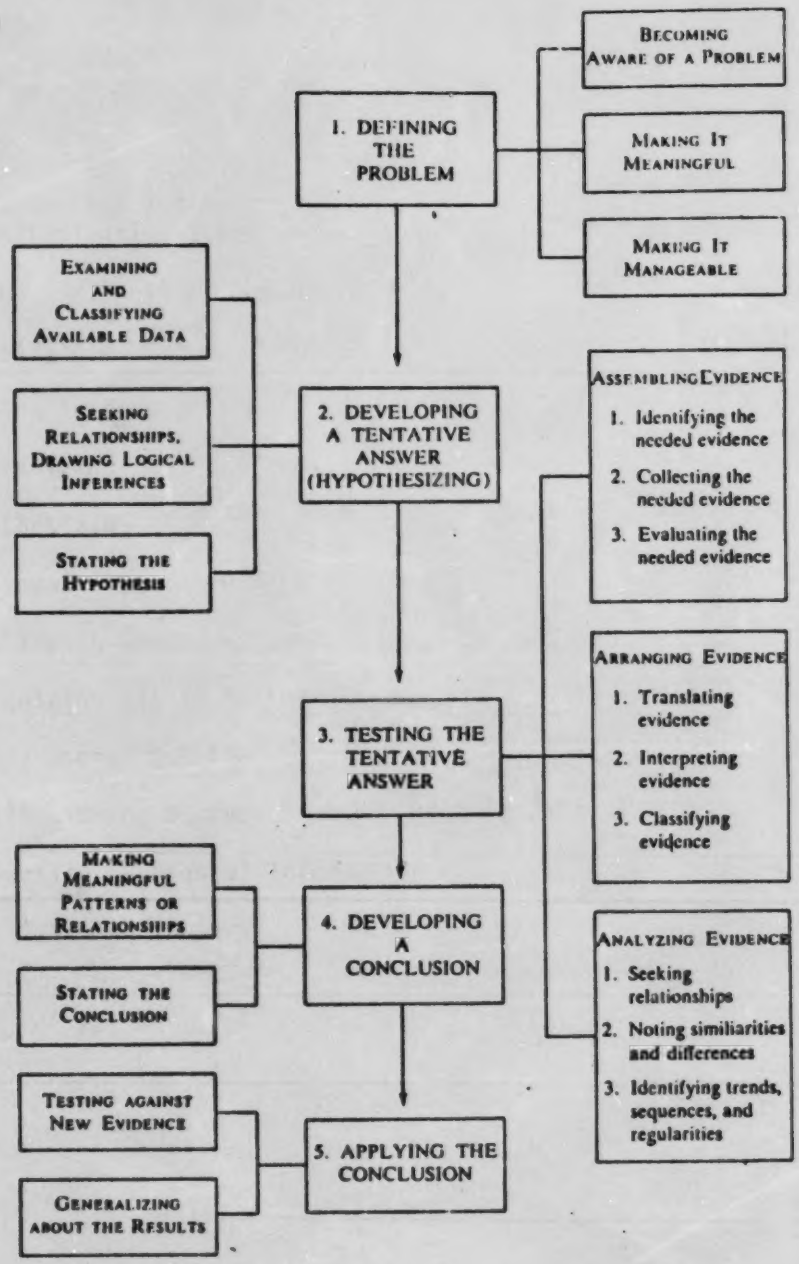
1. Define a purpose for inquiring
2. Arrive at a tentative answer - hypothesizing.
3. Test this hypothesis against various data
4. Draw a conclusion
5. Apply the conclusion to new data and generalizing

As depicted in this diagram, the three dimensions of inquiry are in practice inseparable. However, the "process" of inquiring is the key to inquiry. It is this process that makes inquiry learning so different from other ways of learning. It is a complex way of learning, but a very effective one. When viewed in its entirety, it looks like this...

*From Barry K. Beyer's Inquiry in the Social Studies Classroom: A Strategy for Teaching, Charles E. Merrill Publishing Co., Columbus, Ohio 1971.

BEST COPY AVAILABLE

The Process of Inquiring*


1. DEFINING THE PROBLEM
Becoming Aware of a Problem
Making It Meaningful
Making It Manageable
2. DEVELOPING A TENTATIVE ANSWER (HYPOTHESIZING)
Examining and Classifying Available Data
Seeking Relationships, Drawing Logical Inferences
Stating the Hypothesis
3. TESTING THE TENTATIVE ANSWER
Assembling Evidence
1. Identifying the needed evidence
2. Collecting the needed evidence
3. Evaluating the needed evidence
Arranging Evidence
1. Translating evidence
2. Interpreting evidence
3. Classifying evidence
Analyzing Evidence
1. Seeking relationships
2. Noting similiarities and differences
3. Identifying trends, sequences, and regularities
4. DEVELOPING A CONCLUSION
Making Meaningful Patterns or Relationships
Stating the Conclusion
5. APPLYING THE CONCLUSION
Testing against New Evidence
Generalizing about the Results

*Refer to note on I-2; (page 50).

"In essence this process involves three distinct types of intellectual operations - making inferences from data, testing these against more data, and synthesizing bits and pieces of information into meaningful wholes. These operations are performed over and over again in almost every stage of inquiring. In the hypothesizing stage, an inference drawn from a brief survey of the data may be quickly tested and synthesized into a hypothesis. In the testing stage, this hypothesis is examined in the light of new evidence as each aspect is checked and inferences are made about it, tested, and finally refined, retained, or discarded. ...this process may be repeated numerous times before any acceptable conclusion is reached. Finally, these same three operations are engaged in when one treats the conclusion as a hypothesis to test it against additional data before finally accepting it... . These operations form the heart of the inquiry process - but they are not synonymous with it. The process uses these for different reasons and thus encompasses much more." (Refer to note on I-2; pg. 51).

"The process of inquiring, furthermore, utilizes analytical thinking (deliberate, step-by-step, logical thinking) and intuitive thinking (guessing, hunching, jumping to conclusions). Inductive reasoning, moving from bits and pieces of data to all-encompassing statements, and deductive reasoning, moving from all the relevant data to a concluding statement, are also used repeatedly and often interchangeably. Inquiring involves many acts, some conscious and deliberate, others haphazard and almost automatic. It is not always a neat progression of steps from one simple operation to another a bit more complex. The inquirer may frequently go through this process a number of times before the initial problem is resolved. Yet, inquiry starts with a problem or question of some sort and moves at varying rates of speed to some type of a resolution or conclusion. It is one way of making meaning from experience." (Refer to note on I-2; pg. 51).

The skills necessary for successful inquiry are numerous. However, for our purposes only eleven have been selected to be implemented in our comprehensive and sequential social studies program, kindergarten through the twelfth grade. They are as follows:

1. Noting Similarities and Differences
2. Classifying
3. Drawing Inferences
4. Generalizing
5. Hypothesizing
6. Distinguishing Between Facts and Opinions
7. Identifying Needed Evidence
8. Recognizing Biased Statements
9. Asking Useful Questions
10. Distinguishing Between Primary and Secondary Sources
11. Evaluating Sources of Information.

On the following page is a flow chart which identifies the particular grade in which a skill is to be introduced, the grades in which the skill is reinforced, and finally the grade in which mastery should be expected.

FLOW CHART

	K	1	2	3	4	5	6	7	8	9	10	11	12
Noting Similarities and Differences	*	---	---	---	---	---	---	---	---	---	---	/	
Classifying	*	---	---	---	---	---	---	---	---	---	---	/	
Drawing Inferences	*	---	---	---	---	---	---	---	---	---	---	/	
Generalizing	*	---	---	---	---	---	---	---	---	---	---	/	
Hypothesizing		*	---	---	---	---	---	---	---	---	---	/	
Distinguishing Between Facts and Opinions					*	---	---	---	---	---	---	/	
Identifying Needed Evidence								*	---	---	---	/	
Recognizing Biased Statements								*	---	---	---	/	
Asking Useful Questions								*	---	---	---	/	
Distinguishing Between Primary and Secondary Sources								*	---	---	---	/	
Evaluating Sources of Information								*	---	---	---	/	

* Grade at which skill is introduced
--- Grades through which skill is developed and reinforced systematically
/ Grade at which mastery should be expected

NOTING SIMILARITIES AND DIFFERENCES

(Comparing)

Skill Description:

Students at all levels should be provided with sufficient opportunities to note likelinesses and differences. Initially, it is common practice to focus on differences. It would appear that what makes the difference is what really counts. Few of us observe the numerous similarities of objects which exist. When we ask them to contrast, we are asking for differences only. The kind of comparisons we attempt to elicit will depend on a variety of factors, namely, the age, grade level, and maturity of the student, as well as the nature of the task at hand. In the earlier grades, comparison may involve concrete objects; in the later grades, abstractions.

Examples:

1. Compare the two animals pictured below

Monkeys and Elephants

Similarities:

(1) Both are animals
(2) Both are mammals
(3) Both have hair on body
(4) Both have eyes, nose, mouth, and tails
(5) Both can be found in Africa and Asia

Differences:

Monkey	Elephant
(1) Can use front paws for manipulation	(1) Cannot use front feet for manipulation

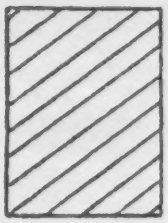
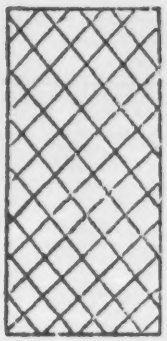
Differences (con't)

Monkey	Elephant
(2) Can use fingers	(2) Cannot use toes
(3) Swings by tail	(3) Cannot swing by tail
(4) Moves quickly and freely	(4) Moves in a cumbersome way
(5) Is smaller than an elephant	(5) Is larger than a monkey
(6) Cannot lift large logs	(6) Can lift large logs
(7) Has no trunk.	(7) Has a long trunk.

If you were comparing a monkey with an elephant, perhaps you would have thought of other items to list instead of, or in addition to, those in this example. YOU are the one to decide what you will include in your comparison.

2. Compare the political climate, for the introduction of new economic solutions to the Great Depression, at the beginning of Hoover's presidency with the political climate four years later when F. D. R. assumed the presidency.

Additional Information for Teachers

Figure A   Figure B

How are these figures similar - how are they different - how do you know? Both figures are generally the same shape, rectangular. However, figure B looks larger than figure A. If you wanted to compare their sizes, it might help to use a tool, in this case a ruler. If you wanted to compare the weight of figure A with the weight of figure B, you might use a different tool, possibly a scale. Whether it be size or weight or anything else, to make a sound comparison, the first thing you need to do is determine what you want to compare.

Just as rulers and scales are tools for making comparisons of physical objects, concepts are tools for making comparisons in political life. Because they help in identifying categories of objects, types of behaviors, and sequences of events, concepts help people to clearly identify what they want to compare.

If you want to compare weights, you could use a scale. If you want to compare what people value in two different political systems, you could use the concept political resource.

If you want to compare the sizes of a variety of objects, you could use a ruler. If you want to compare the way resources are distributed in political systems, you could use the concept political activity.

Look at the political systems mentioned below and the list of tools you could use to compare them. Which tool would you use to make a comparison about political life in a high school, a city government, and a labor union? Place a check beside the most useful tool.

1. a tape recorder
2. a set of pencils
3. a camera
4. the concept leadership
5. a pair of binoculars

Using a tape recorder, you could collect random sounds from each political system. Using a camera you could collect random pictures. Using a pencil you could make frequent notes. Using binoculars you could get random glimpses of life in the systems. But what would you record or take pictures of or make notes about or look at? The concept leadership clearly defines for you what you would look for in each system. How people lead becomes the focus of the comparison. Using the concept helps you meet the first requirement of making a sound comparison.

1. Determine what you want to compare.

Looking for comparable things represents the second requirement of making a good comparison. It would not make much sense to compare the distribution of political resources in one system with the distribution of political activities in another system. It would tell you only how resources are distributed in one system and how activities are distributed in another. You would be unable to say anything more than that. However, if you wanted to compare the distribution of political resources in the United States with the distribution of political resources in OPEC, you would learn a great deal about these political systems. You would probably find that in OPEC resources are distributed more equally than they are in the United States.

Look at the following statements. According to the two criteria you have seen so far, place a check beneath the statements which are good comparisons.

1. There is more communication in OPEC than in Chicago.

   _____ good comparison _____ not a good comparison

2. The school system of Darbyville is experiencing conflict and the political system of Contown is experiencing change.

   _____ good comparison _____ not a good comparison

3. Trees are taller than a lot of other things.

   _____ good comparison _____ not a good comparison

4. There are more words in the dictionary than there are students in this class.

_____ good comparison _____ not a good comparison

5. Political resources are more equally distributed in a participant system than in an elite system.

_____ good comparison _____ not a good comparison

In addition to identifying similarities and differences, making comparisons also involves determining the significance of the similarities and differences. Some comparisons take on more significance than others. For example, at Elton High School in the late 1960's, political resources were equally distributed among three groups: the administration, the faculty, and the students. In 1970, Elton acquired a new principal and she began to tightly control the distribution of political resources in the school. The significance of this difference is that the principal changed the resource distribution in the system. The system became much less coalitional and more elite.

Look at the comparison below. Beside it, write a few sentences describing its significance.

1. At Rather High School, the administration controls far fewer political resources and activities than the administration at Megin High School.

Significance: _____

_____

_____

As you return to your text and practice making comparisons, remember to do three things:

1. Determine what you want to compare (use concepts as guides).
2. Make sure the objects or events you compare are comparable.
3. Determine the significance of the comparisons you make.

ACTIVITY 1

Instructional Objectives

As a result of working with this exercise, students will be able:

1. to apply the three criteria for making good comparisons by asking good questions of comparison and making good statements of comparison. Students can demonstrate achievement of this objective by their responses to the items in this exercise.

Instructional Procedures

As you work with this exercise, it will be helpful to refer to the following criteria for making sound comparisons.

1. Determine what you want to compare (use concepts as guides).

2. Make sure the objects or events you compare are comparable.

3. Determine the significance of the comparisons you make.

Be certain to give each student a copy of this exercise. You will find a copy of it following these instructions.

1. Ask students to read through the exercise once, not responding to the items which call for writing.

2. After students have finished their reading, ask them to go back through the exercise responding to the items about Ash High School. Allow about 10 minutes for this activity.

3. You should then hold a class discussion about the questions and statements students wrote. Call on several students and ask them to read the questions or statements they wrote. Record about 3 questions and 3 statements on the chalkboard. Then, discuss them with the students in terms of the three criteria for making a good comparison. A few examples of comparisons follow:

    a. more people participated in political life at Ash in 1965 than in 1975.
    b. were organizational skills more equally distributed in 1965 than in 1975?
    c. communication was more open at Ash in 1965 than it is in 1975.

    The significance of these comparisons is that they show Ash has experienced political development. It has moved from a primarily participant system to a primarily elite system.

4. After you have discussed comparisons which students wrote, have them apply what they have learned about stating comparisons. Ask them to read the descriptions of Smithville and Jonesport and to write two statements of comparison about the systems.

5. Debrief these statements just as you did those about Ash High School.

ACTIVITY 1

Student Copy

Making comparisons helps to distinguish similarities and differences in political life. People make comparisons by asking questions and by making statements. This short exercise presents two descriptions, one of Ash High School in 1965 and one of Ash High School in 1975. Read them carefully, looking for the similarities and differences in the two political systems. After you finish, write two questions and two statements which would be helpful for comparing political life in the two systems. As you read the scenarios and write the questions, think about the three criteria for making good comparisons.

1. Determine what you want to compare.
2. Make sure the objects or events you compare are comparable.
3. Determine the significance of the comparisons you make.

Description of Ash High School in 1965	Description of Ash High School in 1975
1. has many flowers decorating the halls	has few flowers decorating the halls
2. students have as much status as teachers	teachers have more status than students
3. an all-school council makes most decisions for the school	the principal and a few assistants make most decisions for the school
4. teachers, administrators, and students talk regularly and openly	teachers rarely talk to students and administrators rarely talk to teachers
5. the all school council controls most of the money in the school	the principal and a few assistants control most of the money in the school
6. many people in the school have the avility to organize group activities	few people besides the principal and a few assistants are much good at organizing anything
7. students have authority to make decisions about when to go to the washroom. They are allowed decide little else.	the principal and a few administrators have the authority to make decisions about anything in the school.
8. the school smells pleasant because of the flowers in the halls	the school does not smell very nice at all

In the spaces on the next page, write two statements of comparison and two questions of comparison. Describe the significance of each.

Statement 1

Significance

Statement 2

Significance

Question 1

Significance

(Grade 9)

Question 2

_____

_____

_____

Significance

_____

_____

_____

Do your comparisons meet the three rules of making good comparisons? In writing each statement or question did you:

1. Determine what you wanted to compare?
2. Make sure the objects or events you compared were comparable?
3. Determine the significance of the comparisons you made?

Be certain to do these three things as you continue making comparisons throughout Political Issues.

After you have discussed the two statements and two questions of comparison you made about Ash High School, look at the two columns below. The column on the left contains characteristics of the political system of Smithville. The column on the right contains characteristics of the political system of Jonesport. Study them carefully looking for similarities in the two political systems. Then, in the space provided write two statements which would be helpful in comparing the two systems.

Description of Smithville	Description of Jonesport
The mayor makes all the decisions in town.	There is no mayor. The town council makes decisions only after unanimous agreement of its members.
Few people participate in political life.	Many people participate in political life.
The mayor controls most political resources.	Political resources are shared equally by members of the town council and by citizens of Jonesport.

In the space on the next page, write two statements of comparison. Describe the significance of each one.

Statement 1

Significance

Statement 2

Significance

Noting Similarities and Differences

Level: Nine

Source: Tradition And Change In Four Societies

* * * * * * * * * * * * * * * * *

Sample Objectives

Objective #1 After reading "A View from New Delhi", pages 13-16, by Chester Bowles, and "The Anatomy of Poverty", pages 16-19, by Kusum Nair, students will be able to note the differences in each author's view of rural India.

Objective #2 After reading, "The Indian", pages B18-B23, and "A Visit to Rio", pages B24-B29, the student will be able to compare the culture of the Portuguese with that of the Indian.

Objective #3 After reading "Case Study III: A City - São Paulo", pages B87-B90, the students will be able to note similarities and differences in the racial attitudes from class to class in Brazil.

Sample Evaluation Items

#1 How does Chester Bowle's statement about rural India differ from Kusum Nair's?

#2 In essay form, compare the culture of the Portuguese with that of the Indian.

#3 Students will compile a list of the similarities and differences of the racial attitudes of the different social classes in Brazil.

CLASSIFYING

Skill Description:

"To classify is to assign names and arrange the data. It is a process of sorting to suit a particular purpose. Classification is putting data into groups. Each member of a group has one or more characteristics in common. Therefore, one can identify and place like things in certain categories or classes. Classification normally goes on throughout the inquiry process."*

Classification is used extensively in our lives. Evidence of classification can be found in the supermarkets, in our places of work, as well as in our homes. And frequently items which we find classified, can be grouped in many different ways depending on the purpose for the classification.

Example:

Group the following words into as many different classifications as possible:

cat	elephant	sheep
shark	turkey	robin
tuna	trout	tuna
lion	bass	pike
dog	eagle	bluebird

Possible categories might be as follows: animals that fly, animals that live in water, etc.

*Taken from Teaching Social Studies Skills, by June R. Chapin and Richard E. Gross; Little, Brown & Co., Boston, 1973, page 191.

INTRODUCTORY LESSON PLAN FOR CLASSIFYING

CONTENT: African/Asian Countries

STUDENT OBJECTIVES:

As a result of this lesson, the students will be able to

1. define the term "Classifying"
2. list the steps that constitute the skill of Classifying
3. apply the skill in a practice situation
4. explain how to classify to other students

MATERIALS:

1. Lists #1, 2
2. Student handout on Afro-Asian Countries
3. Blackboard

PROCEDURE:

What the Teacher Does	What the Students Do
1. Put list #1 on blackboard. Tell students to look at list, break the list into two categories, and record it on their own paper (students should be working individually at their desks).	1. Examples: beef squash turkey corn lamb carrots veal beets
2. Ask students to label their two groups.	2. Example: meats/vegetables
3. Explain to students that what they have just done is to classify. Put the word "classifying" and its definitions on the board. Have students copy it in their notes. (Definition - Classifying is putting information that has similar characteristics into groups, categories or classes)	
4. Ask students: a. Why did you put beef, lamb, etc. into one group and corn, carrots, etc. into another group?	4. a. They are similar <u>or</u> they have similar characteristics.
b. How are they similar?	b. Some are meat, some are vegetables.
5. a. Refer to board and show class how this example fits the definition of Classifying.	

What the Teacher Does	What the Students Do
b. Explain to students what steps are used in the process of classifying. Write steps on the board and have students record them. Steps: 1. collect information (if not given) 2. compare information (look for similarities and differences) 3. group and label the information according to common characteristics	
c. "Walk" the students through these steps using the classification of meats and vegetables.	
6. Put "Famous People in American History" (List #2) on the board. Have students classify the information into two groups or categories, using their definition of classifying and the steps involved in the skill of classifying. Have students write down their classifications.	6. Example: Men/Women 19th C Events/20th C Events
7. Have one student put his/her classification on the board. Then, ask if anyone classified differently. If so, have him/her put it on the board.	7. Example: Social Reformers/Aviators
8. Referring to board, explain to students that there is more than one way to classify information. Write the following statement on the board and have students copy it in their notes. "There are different ways to classify the same information."	
9. Break the class into groups of four. Give each group the handout on Afro-Asian countries. Have the students use the information given on the handout to make at least four classifications.	9. Example: African/Asian Countries Large/Small Countries Large/Small Populations Moslem/Christian Nations Democratic/Non-democratic Countries
10. Have a member from each group write one of their classifications on the board. Then, have them explain the basis for their classification.	

What the Teacher Does	What the Students Do
11. Have students return to their individual desks and write a summary statement for each of the classifications on the board. Collect for evaluation.	11. Example: India and China have large populations compared to Egypt, Ethiopia, Japan and Bangladesh. Of the countries listed, 4 are located in Asia, and 2 in Africa.
12. Summarize lesson by reviewing definition and steps.	

LIST #1	LIST #2
Beef	Famous People in American History
Corn	Eleanor Roosevelt - 1930's
Carrots	John Glenn - 1960's
Veal	Abraham Lincoln - 1860's
Squash	Harriet Tubman - 1850's
Lamb	Charles Lindburg - 1920's
Turkey	Dorothea Dix - 1820's
Beets	

(Grade 9)

I-22

STUDENT HANDOUT ON AFRO-ASIAN COUNTRIES

COUNTRIES	CONTINENT	SIZE (Sq. Mi.)	POPULATION	RELIGION	DEMOCRATIC
EGYPT	AFRICA	386,661	37,240,000	MOSLEM	DEMOCRATIC
CHINA	ASIA	3,705,406	838,500,000	CONFUCIANIST BUDDHIST, TAOIST	NON-DEMOCRATIC
ETHIOPIA	AFRICA	471,778	27,965,000	CHRISTIAN; MOSLEM	NON-DEMOCRATIC
BANGLADESH	ASIA	55,126	76,780,000	MOSLEM	NON-DEMOCRATIC
INDIA	ASIA	1,269,345	598,215,000	HINDU, MOSLEM	DEMOCRATIC
JAPAN	ASIA	143,750	111,000,000	SHINTOIST, BUDDHIST	DEMOCRATIC

Drawing Inferences

Skill Description:

In understanding the significance of spoken or written statements it is frequently necessary to be able to grasp implications or inferences which may not be stated directly. Thus the whole matter of grasping the meaning of statements beyond the actual facts presented is a very important skill or ability in considering material in the field of the social sciences, as well as in other fields. This process is closely akin to general reasoning processes followed in the study of logic, but, of course, has implications to learning in the social studies.

It is important for pupils to learn the limitations of a passage as well as the inferences which may properly be drawn from it. For that reason, several of the numbered statements on the next page go beyond the information provided in the passage to the extent that they are not warranted as inferences. Practice with exercises of this type will aid in developing in pupils the ability to draw conclusions or recognize correct inferences and also to recognize statements which are unwarranged as inferences from the data provided.

Inference: "A truth or proposition drawn from another which is admitted or supposed to be true; a conclusion; a deduction" (unabridged dictionary).

EXAMPLES

I. Directions: Assuming that the information in the paragraph on the next page is true, it is possible to establish other facts using the ones in this paragraph as a basis for reasoning. This is called drawing inferences. There is, of course, a limit to the number of kinds of facts which may be properly inferred from any statement.

By writing the proper symbol in the space provided, indicate that a statement is True, if it may be properly inferred from the information given in the paragraph. Indicate that it is Untrue, if the information given in the paragraph implies that it is false. Indicate that No Inference can be drawn if the statement cannot be inferred one way or the other. Use only the information given in the paragraph as a basis for your responses.

Use the following symbols in writing your answers:

T - if the statement may be inferred as TRUE
F - if the statement may be inferred as UNTRUE
N - if no inference can be drawn about it from the paragraph

By the close of the thirteenth century there were several famous universities established in Europe, though of course they were very different from modern ones. One of the earliest to be founded was one of the most widely known. This was the University of Bologna where students from all countries came who wished to have the best training in studying Roman Law. Students especially interested in philosophy and theology went to the University of Paris. Those who wished to study medicine went to the Universities of Montpelier or Salerno.

____ 1. There were lawsuits between people occasionally in those days.

____ 2. The professors were poorly paid.

____ 3. In the Middle Ages people were not interested in getting an education.

____ 4. There were books in Europe at that time.

____ 5. Most of the teaching in these medieval universities was very poor.

____ 6. There was no place where students could go to study.

____ 7. There were no doctors in Europe at this time.

____ 8. There was no way to travel during the Middle Ages.

____ 9. If a student wanted to be a priest, he would probably attend the University of Paris.

____10. There were no universities in Europe before the thirteenth century.

____11. There was only one language in Europe at this time.

Drawing Inferences

Level: Nine

Source: Traditions And Change In Four Societies

* * * * * * * * * * * * * * * * *

Sample Objectives

Objective #1 After reading an article entitled "Agriculture in a Chinese Village," the students will be able to infer who the political decision-makers in Taitou were. (Pages C27-C33)

Objective #2 Given two pictures showing Chinese officials in a variety of activities, the students will be able to infer the role China seeks in the world. (Page C94)

Objective #3 Given the readings entitled "A View from New Delhi" and "The Anatomy of Poverty," the students will be able to draw inferences about economic development in India. (Pages 13-19)

Objective #4 After viewing pictures depicting:
- daily life in the favela or slum
- life in rural Brazil
- the life-style of Brazil's upper classes;

the students will be able to make inferences about the connections between race and class in Brazil. (Pages B57, B62-B63, and B69)

Sample Evaluation Items

#1 After reading the article "Agriculture in a Chinese Village," (C27-C33) students could be asked questions such as the following:

a. What can you infer about the political culture in a village such as Taitou?
b. Who were the political decision-makers in Taitou?
c. Suppose a government wanted to transfer authority for decision-making to other groups in the villages of China. What difficulties would it encounter?

#2 After reading the article "New Dogma, New Maoist Man," (C91-C96) what inferences can you draw about the Chinese citizen of the future?

#3 After reading the two articles, decide which of the following statements can be inferred from the reading. In the space provided, write "T" if statement can be inferred, "F" if it can be inferred as false, and "N" if there's not sufficient information.

_____ 1. Villagers of India seldom have money for medical care

_____ 2. The standard of living in India is lower than that of the U.S.

_____ 3. Most people in India are literate

_____ 4. Indian farmers use power tools

_____ 5. India's economic problems have not yet been solved

_____ 6. Not enough food is grown to feed all the people of India

_____ 7. Most of India's population live in small villages

_____ 8. New seeds and new farming techniques have increased the food production in India

_____ 9. The U.S. is very interested in the economic development of India

_____10. Population growth and the social system in India contribute to the low standard of living

#4 Questions such as the following could be asked...

(B57)
a. What kinds of housing do people live in here?
b. In what ways might life be interesting? difficult?
c. Do you think discriminations exists in Brazil?

(B62-63)
a. What might it be like for a young person to grow up on a Brazilian farm or plantation?

(B69)
a. Does any racial group seem to dominate in these pictures?
b. What can you infer about the connections between race and class in Brazil?

GENERALIZING

Skill Description

A generalization is an understanding of a relationship between or among concepts. It is a means of linking ideas and concepts into a working relationship. Understandings called inferences, hypotheses, conclusions and principles are defined as generalizations. The relationship asserted by the phrase, "Land, labor, and capital are used in all production", is an example of a generalization. This phrase involves the separate concepts of land, labor, production, capital, and goods, and combines these concepts to form the generalization that some concepts are included in production of goods.

To clarify further the meaning of generalizations the following definitions are given:

1. A generalization has a relationship between concepts.
2. A generalization applies to whole categories, and asserts that something is true of some or all factors.
3. A generalization is a higher level of thinking than component concepts. It involves the meanings of the concepts but it makes its own meaning as the understanding of the concepts.
4. A generalization is based upon inference. It is derived from reasoning or suggestion, and it extends the scope of knowledge beyond observable data.
5. A generalization can be judged for truth and validity, which can be tests. If people agree on the meanings of the concepts in the generalization, then, by examining appropriate evidence, it can be tested by the methods of reasoning or inquiry.
6. The generalization is a body of understanding not verbalization, and is shown by overt behavior resulting from internal comprehension.

*Beyer P106-7 (Refer to note on I-2)

ACTIVITY 1

This exercise introduces the idea of generalization. A generalization is a statement which applies to more than one situation. Look at the following statement:

"Many Americans are healthy people."

The statement is an example of a generalization. Certainly, some Americans are healthy people. However, many Americans suffer from a variety of health problems, from frequent common colds to serious diseases. This generalization is applicable to only some Americans.

Read the following statement:

"Many people live until they reach 100."

This statement is also a generalization. However, it applies to only a few people. Which of the two generalizations presented is more reliable?

_____

_____

Why?

_____

_____

Knowing that "many Americans are healthy" is a more valuable generalization because it applies to more people than "many people live until they reach 100." As you identify and use generalizations, remember that the more instances in which a generalization applies, the more valuable it is. Look at the two sets of generalizations below. Check the most valuable generalization in each pair.

1. A. "All leaders make decisions."
   B. "All people under age 5 can read."

2. A. "Many children play the violin."
   B. "Most businesses make a profit."

In addition to being applicable to many situations, useful generalizations must must be clearly and precisely stated. If a generalization contains confusing or unexplained terms, it may not be very useful. Look at the two pairs of generalizations which appear below. In each pair check the generalization which is most clearly stated.

3. A. "Most city councils are lazy."
   B. "Most fish can be eaten."

4. A. "Most businessmen wear ties."
   B. "Most bankers take a long lunch hour."

While a generalization can be valuable itself, it takes on even more value if you can relate it to another generalization. Look at the following two generalizations.

5. A. "Most leaders in a political system have the most status."
   B. "Most leaders in a political system have the most wealth."

While they represent two independent generalizations, they can be combined to suggest an important idea. For example, status and wealth lead to concentrations of power in a political system. This is an important statement by combining two generalizations.

Look at the following two generalizations:

6. A. "Most parents in families have the most authority."
   B. "Most parents in families control the flow of money in the family."

As you work with generalizations throughout the Political Issues course, remember the criteria for using generalizations.

1. The more instances in which a generalization applies, the more valuable it is.

2. Generalizations must be clearly and precisely stated.

3. If possible use a generalization which can be related to another.

ACTIVITY 2

Instructional Objectives

As a result of working with this exercise, students will be able:

1. to apply the criteria for making useful genrealizations by determining which one of two generalizations is more useful. Students can indicate achievement of this objective by their responses to items 1-8.

Instructional Procedures

Pass out a copy of the exercise to each student in the class. You will find a copy following these instructions. Ask the students to read through the exercise and to respond to the items. Then, use the items to organize a class discussion. Questions and typical answers follow.

1. Which generalization in item 1 is more useful?

   B is more useful because A is not clearly stated

2. Which generalization in number 2 is more useful?

   B is more useful because it applies to more situations than A

3. Which generalization in number 3 is more useful?

   A is more useful than B because it applies to more situations. Also the term "crooked" makes item B unclear.

4. Which generalization in number 4 is more useful?

   A is more useful because it applies to more people than B

5. Which generalization in number 5 is more useful?

   B is more useful because it applies to more people than A

6. Which generalization in number 6 is more useful?

   A is more useful because it applies to more people than B

7. Which generalization in number 7 is more useful?

   B is more useful than A because it is stated more clearly than A

8. How can you relate the two generalizations in number 8?

   They can be related to from the conclusion that in most high schools the administration holds most of the power.

ACTIVITY 2

Student Copy

In this short exercise you will be asked to apply the criteria for using generalizations. Below you will find eight pairs of generalizations. Read through the first four, checking the more useful generalization. Explain your choice in terms of the three criteria for using generalizations. Then discuss your choices with the other members of the class. After you have completed the class discussion, go through the next four pairs of generalizations, choosing the more valuable one of each pair and explaining your answer.

1. A. "Most nice students get straight A's."
   B. "People need to eat food or they will starve."

Explain your choice:

_____

_____

_____

2. A. "Most people are sick."
   B. "There is very little smog throughout the central United States."

Explain your choice:

_____

_____

_____

3. A. "Most homes keep out the rain."
   B. "All politicians are crooked."

Explain your choice:

_____

_____

_____

4. A. "In the United States most people under the age of 16 attend school."
   B. "All citizens of Ohio like to eat corn."

Explain your choice:

_____

_____

_____

Before completing the next four pairs, discuss your work with the class. When you have finished go on to number 5.

5. A. "All women are politicians."
B. "Some women are politicians."

Explain your answer:

_____

_____

_____

6. A. "People with broken legs can't walk well."
B. "All people from Mexico can speak English."

Explain your answer:

_____

_____

_____

7. A. "City councils are lazy."
B. "City councils work with mayors."

Explain your answer:

_____

_____

_____

8. Think about how these two generalizations can be related.

A. "In many high schools, the administration makes most of the decisions."
B. "In most high schools, the administration controls most of the money."

How can you relate these generalizations to make a statement?

_____

_____

_____

HYPOTHESIZING

Skill Description

Hypothesizing is a process of inquiry growing out of attitudes, values and knowledge. It is a complex operation which requires an individual to first define a purpose for inquiring and then to guess at a tentative answer or solution - to hypothesize. Then the hypothesis must be tested against relevant data and draw a conclusion about the truth of tentative answer - hypothesis.

1. Define a purpose - one feels a need to know something about a question or problem, and to examine the purpose within limits.
2. Guess at a tentative answer - solution or plan. The guess is based upon the available data, plus the background experiences of the inquirer, and is conditioned by his own particular frame of reference.
3. Testing the hypothesis against relevant data. After forming the hypothesis it must be tested to see how it is supported by the relevant information. Data must be gathered, evaluated, and analyzed to test the hypothesis.
4. Drawing a conclusion about the accuracy of the hypothesis. If the evidence examined supports the guess, then it is accepted as an answer or explanation. If the evidence does not support the hypothesis, then a second hypothesis must be formed, and tested again.
5. Apply the conclusion to new data and generalize. Conclusions are tested to see if they face up to the new data. This broadens the conclusions and becomes more general and less specific.

*Beyer, page 21 (Refer to note on I-2)

INTRODUCING SKILL OF HYPOTHESIZING

TOPIC: Evaluation of Evidence - Introduction to Hypothesis

PROCEDURE:

1. Give each student a penny and instruct them to examine this piece of evidence and examine both front and back of the penny.

2. Give them this scenario: Assume you are an archaeologist and come across the penny in the year 3000. Without using any previous knowledge, what might you say about the culture based on only this piece of evidence? (Students should write their responses on a sheet of paper)

3. Solicit their responses and place them on the board. Then de-brief them on how they arrived at their responses.

4. Then tell the students that their responses were hypotheses (probable answer based on evidence that needs to be proven.)

UNDERSTANDING:

Introduction to the skill of hypothesizing.

SKILL: Hypothesizing

MATERIALS:

jar of water
pennies
ambiguous object
pictures
an art work
reading

ACTIVITY:

PART I - Definition of "hypothesis" (a guess or possible explanation which suggests a solution to a problem or gives a reason for an event in the past, present or future. It makes use of known evidence to project into the unknown. A gap usually exists between the hypothesis and the actual explanation, one needs to test the hypothesis.)

PART II - Possible Introductory Lessons

1	2	3
Using a jar filled nearly to the top with water, students guess how many pennies it would take to make the jar overflow.	Using an object whose nature is somewhat ambiguous, students are asked to hypothesize about the use or purpose for which the object was created.	Using a picture relatin to the subject currentl under study, students a asked to hypothesize about what is happening in the picture.
Focus here might be on the act of creating an hypothesis, examining evidence on which an hypothesis is based, on the role of chance, on determining the amount of evidence necessary to reach a "real" explanation.	Focus here might be on the fact that several hypothesis may be made about the same subject, and about methods for proving which hypothesis is the "real" explanation.	Focus here might be on the language of hypothesizing: "maybe," "might be," "could be," "perhaps," etc. and on methods for verifying hypotheses.

(Grade 9)

PART III- Practice Exercises

A) Provide a headline-less news article. Ask students to hypothesize about the wording of the real headline.
B) Show 3 pictures relating to the topic under study. Ask how they are interrelated.
C) Show a picture relating to the topic currently under study. Ask students to hypothesize about what happened just before the picture was taken (cause and effect), what is happening how (reason why), and what will happen next (projecting into the future.)
D) Using 2 pictures that show a lapse of time, ask students to hypothesize about what happened in the time between.
E) Read aloud a short biography about a person related to the topic currently under study. Do not mention his main significance. Ask students to guess why this person is important.
F) Using a work of art, ask students to state what they believe was the artist's view of life. Ask them to point out the evidence that supports their hypotheses.
G) Using pictures, ask students to raise hypothetical questions about what they see.

SAMPLE EVALUATION ITEMS

Hypothesizing

DIRECTIONS: Use the reading "The Foolish Old Man Who Removed The Mountains" to answer the following three questions.

"There is an ancient Chinese fable called "The Foolish Old Man Who Removed the Mountains. It tells of an old man who lived in northern China long, long ago and was known as the Foolish Old Man of North Mountain. His house faced south and beyond his doorway stood the two great peaks, Taihang and Wangwu, obstructing the way. With great determination, he led his sons in digging up these mountains, hoe in hand. Another greybeard, known as the Wise Old Man, saw them and said derisively, 'How silly of you to do this! It is quite impossible for you few to dig up these two huge mountains.' The Foolish Old Man replied, 'When I die, my sons will carry on; when they die, there will be my grandsons, and so on to infinity. High as they are, the mountains cannot grow any higher and with every bit we dig, they will be that much lower. Why can't we clear them away?' Having refuted the Wide Old Man's wrong view, he went on digging every day, unshaken in his conviction. God was moved by this, and he sent down two angels, who carried the mountains away on their backs. Today, two big mountains lie like a dead weight on the Chinese people. One is imperialism, the other is feudalism. The Chinese Communist party has long made up its mind to dig them up. We must persevere and work unceasingly and we, too, will touch God's heart. Our God is none other than the masses of the Chinese people. If they stand up and dig together with us, why can't these two mountains be cleared away?"

1) The mountain fable suggests a theme about the Chinese yesterday and today. The fable and its application might indicate to us in the United States that:

   a) The Chinese are foolish people who would not change from their goals of moving mountains in China.
   b) The Chinese believe that they are the chosen people and will convert the world to their religion.
   c) The Chinese are a determined people and will not vary from their goals once set.
   d) The Chinese are a superstitious and old-fashioned people.

2) If we use the lesson suggested in the fable, and apply it to the United States energy crisis, we probably would:

   a) Continue to search for oil even though the experts say it is all depleted.
   b) Look for new coal reserves and forget about oil.
   c) Trade with other nations for oil and coal that we lack.
   d) Turn to nuclear fuel as an alternative to coal and oil.

DIRECTIONS: Use these quotations to answer the four questions which follow.

SPEAKER 1. "It was late one night when I was awakened from my sleep. Before I even had time to open my eyes, my ankles were placed in irons and my hands were tied. The next thing I knew I was in a cell with many other men who didn't know why they were there either."

SPEAKER 2. "I never thought much about the way I lived until I went to live in America. Then I saw how other people lived. I became very sad when I thought of what I was missing in life."

SPEAKER 3. "We look upon South Africa as a great place to make money. It has many natural resources and minerals and grows many products we could use. And there are many people to whom we could sell out goods."

SPEAKER 4. "We want equality! We want our freedom! We want our colonial rulers out! We want these now! We will not rest until all things of colonial rule are gone and our people can reclaim their land."

3) Which speaker was probably a slave?

1. 2. 3. 4.

4) Which speaker probably became a leader of an independent nation?

1. 2. 3. 4.

5) Which speaker is satisified with things the way they are?

1. 2. 3. 4.

6) Which speaker wanted a political change in his life?

1. 2. 3. 4.

DIRECTIONS: Read the following statements about India to answer the question that follows.

Tradition is important to many Indians.
Economic change is necessary to eliminate poverty.
The Indian people are slow in making any changes.

7) What possible outcome can result from this situation?

a) Indians will change and modernize their lifestyles.
b) Indian economy will change and become industrialized.
c) There will be conflict between the Indian value system and the need to modernize.
d) Indians will not change because of their religious beliefs.

DIRECTIONS: Use the information in the reading to answer the questions which follow.

"China historically regarded itself as the "Middle Kingdom," the kingdom between heaven and earth, not quite as high as heaven but well above the mundane earth....China was surrounded by a world of barbarians; in fact, the Chinese word for "foreigner" was "barbarians"... The Chinese did not merely assume the superiority of the civilization over other civilizations; they assumed that their civilization was civilization...."

"This, then, was the nation and these were the people who found themselves, early in the nineteenth century, falling into subjugation at the hands of the Europeans....The Chinese had to watch their great cities taken from them. They saw their people forcibly addicted to the barbarian traffic in drugs. They stood by as their great cultural and religious monuments were dismantled and hauled off to barbarian lands. They had to submit to new ways of life and new kinds of "culture" which to their thought were not culture but the rude and ignorant habits of European ape-men. And they had to accede to the loss of control of vast segments of the empire - and none of these segments were greater in scope than those seized by the Russians.

"The new regime of the Communists meant many things to the Chinese but none, perhaps, more striking than the restoration of national dignity and China's right to be master of her own house..."

8) If you wrote this article, the hypothesis with which you would be operating is:

a) The Chinese are becoming more nationalistic and feel good about themselves again.
b) The Chinese are becoming less proud because of the Communist doctrine.
c) The Communist take-over of China has been harmful to China.
d) The Chinese are hostile to all foreigners.

9) According to the Chinese of the early nineteenth century, "All non-Chinese were barbarians." This hypothesis is supported by which statement?

a) The Chinese were introduced to drugs by the Europeans.
b) The country art treasures were taken away from them by the Europeans.
c) They had to accept the culture of the Europeans which they felt was not as refined as the Chinese culture.
d) All of the above.

DIRECTIONS: Read the following peom to answer the next question.

On Studying Science

Study Science,
Make an airplane,
Make a fighter airplane.
A fighter airplane,
How proud it is!
It can fly high, it can fly low.

Little brother,
laughingly,
chases it east and chases it west,
Little brother,
Come join in,
and make a plane to attack the American imperialists!

10) The theme of this poem suggests that:

a) Young people are working in defense plants building aircraft.
b) The educational system is preparing youth to be ready for war with the United States.
c) Recreational activities are important in building a strong fighting force.
d) These people probably will not develop scientific research in other areas.

DIRECTIONS: The following are responses to an interview of children in Chinese schools. Use the responses to answer the question which follows.

Question: What do you like most about school?

1st Girl: "I like Chinese, English (my foreign language), and science experiments in agriculture. I also enjoy volleyball and basketball.
2nd Girl: "I like chemistry, English, and volleyball."
3rd Girl: "Politics and ancient Chinese history are my favorite subjects. I also like singing."

1st Boy: "I enjoy chemistry, physics, my foreign language which is English, basketball, volleyball, and ping pong."
2nd Boy: "Chemistry and physics."
3rd Boy: "Basketball! (long pause) and physics."

4th Girl: "English."

11) a. There seems to be a strong preference towards languages, math, science and sports.

b. There seems to be a strong preference towards history.
c. There are no programs that seem to be preferred.
d. The data given from the interview cannot be used to determine course preferences.

DIRECTIONS: Read the poem to answer the question which follows.

Hymn to the Waters
O waters, teem with medicine to keep my body safe
From harm, so that I long may see the sun,
Whatever sin is found in me, whatever ill I have
Wrought, if I have lied or falsely sworn, waters,
Remove it far from me.

12) From this hymn, one might say that this person would:

A. bathe often to purify his soul
B. appreciate Baptism in Christian Churches
C. use the waters for health purposes
D. would like to be buried in the sea

a. A B
b. A B C
c. A C
D. D

DIRECTIONS: Read the following paragraph to answer the question that follows.

A tribe in Africa wears western clothes (shoes, pants, dresses and shirts). They listen to rock n' roll music. What possible hypothesis or hypotheses can you make from the choices below:

13) A. Missionaries may have visited the tribe.
B. The tribe may have had contact with the western world.
C. The tribe may have had members who visited outside area and brought back their ideas.
D. The tribe may have been visited by European and American tourists.

a. Hypothesis A
b. Hypotheses A and B
c. Hypotheses A, B, C, and D
d. Hypotheses B, C and D

Distinguishing Between Facts and Opinions

Skill Description:

A worthwhile distinction which teachers should endeavor to make clear is the difference between facts and opinions. It is beyond debate that Franklin D. Roosevelt was President of the United States during World War II, but one could argue indefinitely whether or not Roosevelt was our greatest war President. The distinction between fact and opinion is always worth making because pupils will thus learn to base their conclusions or interpretations on facts. After discovering the facts relating to a series of events, pupils should be encouraged to interpret them and to form opinions about them. The following definitions might prove worthwhile:

Fact - a true statement

Opinion - a belief that rests on grounds or evidence that make the belief less than certain, or a belief that can never be proven true or false.

All are entitled to an opinion, but no all opinions are equally good. Evidence and use of such evidence is what makes the difference. The quality and usefulness of an opinion is determined by the evidence supporting the opinion.

Examples:

I. Directions: in the list which follows, some of the sentences are statements of fact, and others are statements of opinion. Indicate to which class you think each statement belongs by placing the proper letter in the space provided for it.

F - Fact
O - Opinion

__O__ 1. The Democratic party has done more for this country than the Republican party has.

__F__ 2. In 1939 there were two World's Fairs held in the United States.

__F__ 3. Alaska is northwest of Oregon.

__F__ 4. Scientific research often results in the production of new products.

__O__ 5. No war has ever accomplished any good for the world.

__O__ 6. A high tariff increases the prosperity of the country.

__O__ 7. Only his defeat at the Battle of Waterloo prevented Napoleon from making himself master of Europe.

__O__ 8. All communists in the United States are traitors to this country.

O 9. Dictators are never happy men.

F 10. The schools of today offer a broader training than did the schools of fifty years ago.

II. It is important that the critical reader be able to distinguish between statements of fact (something that can be readily proven by checking it against other information or by one's own observation), and opinion (something a person believes is so but cannot be proven beyond a doubt or agreed to by all people). In so doing, the reader can assess the overall quality of the evidence, hence the persuasiveness of the argument.

CAUTION: An opinion which coincides with your own is still an opinion, not a fact.

Read this mid-18th century view of Boston.

> Boston, the metropolis of Massachusetts-Day, in New England, is one of the largest and most flourishing town in North America. It is situated upon a peninsula, or rather an island joined to the continent by an isthmus or narrow neck of land half a mile in length, at the bottom of a spacious and noble harbor, defended from the sea by a number of small islands. The length of it is nearly two miles, and the breadth of it half a one; and it is supposed to contain 3000 houses, and 18 or 20,000 inhabitants...
>
> ...The buildings in Boston are in general good; the streets are open and spacious and well paved; and the whole has much the air of some of our best country towns in England. The country round about it is exceedingly delightful, and from a hill, which stands close to the town, where there is a beacon erected to alarm the neighborhood in case of any surprise is one of the finest prospects, the most beautifully variegated and richly grouped of any without exception that I have ever seen.
>
> The chief public buildings are three churches; thirteen or fourteen meeting-houses; the governor's palace; the court house, or exchange; Faneuils Hall; a linen manufacturing house; a work house, a bridewell; a public granary; and a very fine wharf, at least half a mile lone, undertaken at the expense of a number of private gentlemen for the advantage of unloading and loading vessels. Most of these buildings are handsome; the church, called King's Chapel, is exceedingly elegant, and fitted up in the Corinthian taste. There is also an elegant private concern room, highly finished in the Ionic manner...
>
> ...The established religion here, as in all other provinces of New England, is that of the congregationalists; a religion different in some trifling articles, though none very material, from the presbyterian. There are besides these, however, great numbers of people of different persuasions, particularly of the religion of the Church of England, which seems to gain ground and to become more fashionable every day. A church has been

lately erected at Cambridge within sight of the college, which has greatly alarmed the congregationalists, who consider it as the most fatal stroke that could possibly have been levelled at their religion...

...Arts and sciences seem to have made a greater progress here than in any other part of America. Harvard College has been founded about a hundred years; and although it is not upon a perfect plan yet it has produced a very good effect. The arts are undeniably forwarder in Massachusetts Bay than either in Pennsylvania or New York. The public buildings are more elegant, and there is a more general turn for music, painting, and the Belles lettres.

The character of the inhabitants of this province is much improved, in comparison of what it was, but Puritanism and a spirit of persecution is not yet totally extinguished. The gentry of both sexes are hospitable and good-natured; there is an air of civility in their behavior, but it is constrained by formality and preciseness. Even the women, though easiness of carriage is peculiarly characteristic of their nature, appear here with more stiffness and reserve than in the other colonies. They are formed with symmetry, are handsome, and have fair and delicate complexions but are said universally, and even proverbially, to have very indifferent teeth.

The lower class of the people are more in the extreme of this character and, which is constantly mentioned as singularly peculiar to them, are impertinently curious and inquisitive.

Singular situations and manners will be productive of singular customs, but frequently such as, upon slight examination, may appear to be the effects of mere grossness of character will; upon deeper research, be found to proceed from simplicity and innocence. A very extraordinary method of courtship which is sometimes practiced amongst the lower people of this province, and is called "tarrying," has given occasion to this reflection. When a man is enamoured of a young woman and wishes to marry her, he proposed the affair to her parents (without whose consent no marriage in this colony can take place); if they have no objection, they allow him to tarry with her one night in order to make his court to her. At their usual time the old couple retire to bed, leaving the young ones to settle matters as they can, who, after having sat up as long as they think proper, get into bed together also, but without pulling off their undergarments, in order to prevent scandal. If the parties agree, it is all very well. The banns are published, and they are married without delay. If not, they part, and possibly never see each other again, unless, which is an accident that seldom happens, the foresaken fair-one prove pregnang, and then the man is obliged to marry her, under pain of excommunication.

From Burnary, "The New Boston: Decline of Puritan Austerity," Sources of the American Republic, Vol. I, pp. 41-42.

1. Place an F before statements of fact and an O before statements of opinion.

_____ (Boston) is situated upon a peninsula, or rather an island joined to the continent by an isthmus or narrow neck of land half a mile in length.
_____ The country round about it (Boston) is exceedingly delightful.
_____ The arts are undeniably forwarder in Massachusetts Bay than either in Pennsylvania or New York.
_____ There are, besides these, however, great numbers of people of different persuasions, particularly of the religion of the Church of England.
_____ The character of the inhabitants of this province is much improved, in comparison to what it was.

2. From this reading, list two statements of fact and two of opinion not yet mentioned. Explain your choices.

Fact: A.

B.

Opinion: A.

B.

3. Opinions are quite frequently betrayed by emotionally-charged words, phrases like "I think" or "it seems", and excessively inclusive terms, or exaggerations like "certainly" or undeniable". Below, list words, or phrases from the reading which tipped you off in distinguishing between statements of fact and opinion.

FACT	OPINION
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Distinguishing Between Facts and Opinions

Level: Nine

Source: Tradition and Change in Four Societies

* * * * * * * * * * * * * * * * *

Sample Objectives

Objective #1 Given the reading "The Institution of Slavery," pages 114-118, the students will be able to list at least three statements of fact and three opinions.

Objective #2 Given the reading "Does Amalgamation Work in Brazil," pages 90-94, the students will be able to list 3 facts and 3 opinions.

Sample Evaluation Items

Place an F before statements of fact and an O before statements of opinion.

_____ 1. African slaves in Brazil were given an allowance of tobacco each week.

_____ 2. It was good for the African slave women to resume work a couple of days after giving birth.

_____ 3. Brazilians were generally king masters to their slaves.

_____ 4. Slave insurrections were not justified in Brazil.

_____ 5. Some African slaves eventually lost their African customs and traditions and took over more European ideas and attitudes.

Identifying Needed Evidence

Skill Description

Once the hypothesis is formed relevant evidence must be gathered to determine the accuracy of the hypothesis. Evidence that either supports or refutes the hypothesis is relevant. Supporting evidence would indicate the degree of accuracy of the hypothesis. Evidence that ends up refute indicates the inaccuracy of the hypothesis. Therefore, evidence is information that in some way has a bearing on the hypothesis.

Examples:

If students have hypothesized that the ancient civilization of China was well-developed, they might suggest the following evidence for data-gathering purposes:

If China's early civilization was highly developed, then:
- it would have had a well-developed economic system
- it would have had a code of behavior
- it would have had a code of behavior
- it would have a system of writing

Having made such inferences, the student now knows what kinds of evidence will help them determine the accuracy of their hypothesis.

If China's early civilization was not highly developed, then:
- it would have only temporary dwellings
- it would have just hunting or gathering activities

No hypothesis testing is complete until both kinds of evidence have been gathered.

Activity 1

This exercise presents several important ideas about evidence. After you complete work with the exercise, you should know more about evidence and how you can use it to study political life. You may think that evidence is merely any sort of information. Evidence is usually a very specific kind of information that which is used to test your hunches about how politics operates or help answer a research question. For example, if you think that many people in your high school are becoming unhappy with the leadership, you could gather several types of evidence to test your thinking. You might look at the results of a survey of a number of students which asks their feelings about the principal. You might look at recent school newspapers and read the articles about the school administration. You might simply observe various club meetings to see how often the school administration was criticized. You could look at countless other pieces of evidence. After collecting it, you may need to modify your thinking based on what you learn. Because it helps you to test an idea, the information you gather becomes useful evidence. Evidence, then, is usually a very special kind of information, that which is useful for testing ideas or answering reserach questions.

Think for a moment about the vast amounts of information in our society - millions of books, pieces of art, census statistics, pictures, and surveys. As you begin to use evidence, you will realize that some types are more useful than others. The way in which evidence is collected often determines its value.

For example, in order to survey the political opinions of a large number of people in a city, it is convenient to select and survey a small sample of the citizens. If the sample is selected in such a way that it represents the population of the city, then accurate conclusions about the population can be made from a survey of the sample. Whenever you have the opportunity, attempt to find out how evidence has been collected. For example, in surveying the political opinions of a city, the opinions of your best friends would not be nearly as valuable as a sample of the active population of the city.

In addition to seeing that evidence relates to an idea and is systematically collected, it is crucial that you try to find the source of the evidence. Knowledge of the source of evidence can help you in two ways. First, it can help you determine the bias of evidence. If you are researching the role of the Democratic party in American politics, you might collect a variety of newspaper and magazine articles. Depending upon who writes the articles, you would learn different things. For example, if all of the articles were written by strong Republican supporters, you would probably find many criticisms of the Democratic party. On the other hand, if all the articles you found were written by Democrats, you would find few, if any, criticisms of the Democratic party. For you to evaluate the usefulness of evidence, always attempt to identify the source.

Knowing the source of evidence can help you in a second way. If you know the source, you will be able to get more of the same type of evidence.

1. Suppose you are doing research on campaign reform in the United States and you wanted to study the recent laws on campaign spending. Where would you find copies of these laws?

_____

_____

_____

2. Suppose you speculate that the school board in your city has no real interest in the schools. You decide to obtain records of the meetings, Where would you get such records?

_____

_____

_____

3. Imagine you are doing research of the activities of a congressional committee. You determine you need to see reports the committee has written. How would you obtain the reports?

_____

_____

_____

Recognizing the source of evidence helps to determine its bias and provides you with the needed information about where to get additional evidence. As you work with this and other exercises on evidence, consider the following criteria for gathering evidence.

1. Evidence should be clearly related to a hypothesis or a research question.

2. Evidence should be systematically collected.

3. Always find the source of the evidence - who put it together and where you can get it.

Read the following research question and the four pieces of evidence which follow it. Place a check beside each piece of evidence to indicate whether it is related to the research question.

Research Question: How much and in what ways do citizens participate in Chicago political life?

1. ___ related — newspaper editorials on citizen participation in Illinois

___ not related

How would you get this evidence?

_____

_____

_____

2. ___ related — an analysis of the letters written by Chicago citizens to the city government

___ not related

How would you get this evidence?

_____

_____

_____

3. ___ related — number and description of civic groups active in Chicago politics

___ not related

How would you get this evidence?

_____

_____

_____

4. ___ related — number of yearly hospital runs to Cook County Hospital in Chicago

___ not related

How would you get this evidence?

_____

_____

_____

Look at the following research question and the four pieces of evidence which follow it. Place a check beside the evidence which was systematically collected.

Research Question: Do male and female students at Elks High School like their school?

1.	Systematically collected ___ yes ___ no		interviewing those students who are free from 1:00 p.m. to 2:00 p.m.
2.	Systematically collected ___ yes ___ no		administering a survey to all the male students at Elks High School
3.	Systematically collected ___ yes ___ no		asking the principal how students like the school
4.	Systematically collected ___ yes ___ no		surveying a random sample of students asking how they like Elks High School

Activity 2

Instructional Objectives

After working with this exercise, students will be able:

1. to apply all three criteria for using evidence to distinguish more useful evidence from less useful evidence. Students can indicate achievement of this objective by their responses to items 1-5 in this exercise.

Instructional Procedures

During this exercise it will be helpful for you to refer to the three criteria for gathering evidence. They follow:

1. Evidence should be clearly related to a hypothesis or a research question.

2. Evidence shoudl be systematically collected.

3. Always find the source of the evidence - who put it together and where you can get it.

Pass out a copy of the exercise to each student. Student copies can be found following these instructions. Instruct students to read through item number 3 on page 3. Use the items to organize a class discussion.

1. Which evidence would be more helpful in testing the hypothesis about Hudtown?

   Only response D would be useful evidence. It is directly related to the proposition and systematically collected. Response A is not clearly related since owning a gun could serve several purposes. Response B is not useful since it only represents the Mayor's perspective. Response C is clearly not related to the hypothesis.

   Students could obtain the evidence suggested in response C by conducting an interview or contacting a polling organization to ask if they had done one.

2. Which evidence would be more helpful in answering the research question about Meltown?

   Response B would be more helpful than the other responses. Response A asks about food purchases and therefore is not directly related to the question. Response C would give only the perspective of the Mayor's staff. Response D would give information on only one type of expenditure, salaries.

Students could get the evidence presented in B at Meltown City Hall, or possibly by attending a city council meeting.

3. What evidence would be more helpful in testing the hypothesis about Jotter High School?

Response B contains the more useful evidence. It is clearly related to the hypothesis and it is systematically collected through an observation report. None of the other evidence clearly relates to the hypothesis. Even A, resignation letters, might not be useful. The teachers may have resigned for any number of reasons.

If the students wanted to obtain evidence presented in B, they could attend a meeting of the Teachers' Association with an observation record. They might also ask a teacher to complete an observation report and then read it.

After the class discussion of the first three items, ask the students to read the remainder of the exercise and respond to items 4 and 5. Use these items to organize a class discussion.

4. Which evidence would be more helpful in answering the research question about New York City?

Response C would be most helpful since it is most directly related to the question. Response A, pictures, would only give you an idea of how crowded the streets and parks are. Responses A and D are not directly related to the question. If your students wanted to obtain the evidence in response C, they could go to a library or write the Bureau of the Census in Washington, D.C.

5. Which evidence would be more helpful in answering the question about Lemon Prison?

Response A contains evidence which would be more helpful than the other evidence presented. Its systematic collection and relationship to the question makes it very valuable. Evidence in B, C, and D might be useful but is not directly related to the question.

If your students wanted to obtain the evidence in response A, they could administer a survey. They might also contact prison authorities to see if one had ever been administered.

Activity 2

Student Copy

Evidence is a specific kind of information, that which is used to test an idea or a hypothesis to help answer a research question. This exercise presents various kinds of evidence and asks you to determine which is most useful. To judge the usefulness of evidence you will need answers to the following questions:

1. Is the evidence clearly related to a hypothesis or a research question? (Evidence which clearly relates to an idea (hypothesis) or research question is most useful.)

2. Is the evidence systematically collected? (The more systematic the collection of evidence, the more reliable it is.)

3. What is the source of the evidence? (When the source is known, you can determine how to locate the evidence.)

As you work with the evidence presented here, think about these questions.

Below you will see several ideas or hypotheses and research questions, each followed by four pieces of evidence. Read the material carefully. Place a check beside the evidence you would use to test each hypothesis or to help answer the research question.

1. Hypothesis: If few people in Judtown participate and most are unhappy, then the leadership stays in power by the use of force.

   Evidence:
   - A) the number of guns owned by residents of Hudtown.
   - B) a series of newsletters put out by the Mayor's office.
   - C) the attitudes of a random sample of citizens toward the rising prices of gasoline.
   - D) interviews with citizens chosen at random and asked about the amount of force used by the leaders in the town.

Explain your choice of evidence:

_____

_____

_____

_____

Now that you have decided what evidence would be most helpful, how would you get this evidence?

_____

_____

_____

_____

2. Research Question:

In Meltown, what does the city government spend its money for?

Evidence:

A) Interviews with all the food store owners asking them how often the city spends money at their stores.
B) Records of all expenditures made by the city government.
C) The opinion of a member of the Mayor's staff who has recently been fired.
D) The salaries of all city officials.

Explain your choice of evidence:

_____

_____

_____

_____

Now that you have decided which evidence would be most helpful, how would you get this evidence?

_____

_____

_____

_____

#. Hypothesis: If the Principal at Jotter High School makes many decisions, then he can decide to fire teachers whenever he wants to.

Evidence: A) Resignation letters of ten teachers.
B) Observation report of a meeting of the Teachers Association where they discussed hiring and firing at Jotter High.
C) A biography of Mr. Toller, principal at Jotter High.
D) The attendance figures for the Jotter homecoming football game.

Explain your choice of evidence:

Now that you have decided which evidence would be most helpful, how would you get the evidence?

Before moving on to the following two research questions, your class should discuss answers to items 1, 2, and 3. In the discussion it should become clear why some of the evidence presented is more useful than other evidence. If you do not understand why some evidence can be very useful while other evidence is not as useful, ask your teacher for help. After you have completed the discussion, go on to the next two items.

4. Research Question:

How many people live in the city of New York today?

Evidence:

A) pictures of New York City
B) books about the population of New York City in 1900.
C) the most current census figures which contain the population of New York.
D) the number of people who live and work in the downtown section of New York City.

Explain your choice of evidence:

Now that you have decided what evidence would be most helpful, how would you get this evidence?

5. Research Question:

Do the prisoners in Lemon Prison like Warden Curt?

Evidence:

A) a survey of all the prisoners at Lemon which focuses on their feelings about Warden Curt.
B) an interview with Warden Curt.
C) pictures of Lemon prison taken from an airplane flown by a prisoner.
D) the observations of a visitor to Lemon prison.

Explain your choice of evidence:

_____

_____

_____

Now that you have decided what evidence would be most helpful, how would you get it?

_____

_____

_____

Activity 3

Instructional Objectives

After working with this exercise, students will be able:

1. to recognize and apply the criteria for using evidence to determine evidence which is most useful for testing a hypothesis or answering a research question. Students can indicate achievement of this objective by their responses to items 1-5 of this exercise.

Instructional Procedures

Divide the class into groups of 5 or 6 for this exercise. Then, pass out a copy of the exercise to each student. You will find copies following these instructions. Ask your students to read through item 2 and respond in writing to number 1 and 2. Use them to organize a class discussion.

1. Which evidence is most used in testing the hypothesis about Fala?

   Response B contains the most useful evidence. The evidence it contains is the most representative of all the evidence presented.

   Students might obtain this type of evidence by doing a survey themselves.

2. Which evidence is most useful in answering the question about Volger High School?

   Response C contains the most useful evidence. Response A and B do not contain evidence which is as representative as the evidence in Response C.

   Students might obtain this type of evidence from the school office at Volger.

After you have discussed student responses to item 1 and 2, ask students to read the rest of the exercise. Together with the other members of their group, they should respond to the written exercises. Use the items to conduct a class discussion.

3. What evidence would you use to test the hypothesis, "if New York is running out of money, then the Mayor must be wasting it."?

   Useful evidence might include:

   - newspaper reports about the Mayor's expenditures of city money
   - the budget for the city of New York
   - an interview with the Mayor about the administration's expenditures
   - the Mayor's experience in managing a budget.

4. What evidence could you use to answer the research question, "How are political resources distributed among groups at Colman High School?"

Useful evidence might include:

- the amount of money controlled by the principal
- the amount of money controlled by the teachers and students
- types of people who attend important meetings
- types of people who come up with useful ideas at Colman

5. What evidence would help answer the research question, "How does the City Council in Hilltown maintain the respect of the citizens?"

Useful evidence might include:

- interviews with residents of Hilltown
- the observation report of a woman who visited Hilltown to see how the citizens respected the government
- a survey of a random sample of citizens asking them how well they respect their government
- newspaper reports about citizen respect for the government in Hilltown.

Activity 3

Student Copy

For this activity you will work in a group with several other students. This exercise presents several hypotheses and research questions, each followed by several descriptions of evidence. It also contains a fourth criterion of useful evidence - evidence should include the widest representation of data as possible. For example, if you want the opinions of the students at Clearwater High School, interviewing 50 students would be more valuable than interviewing 2 students. Also interviewing a random sample of students would give you a better representation of student attitudes than interviewing your best friends. They would be likely to have the same opinions as you hold.

As you read through the evidence, you will find all of it to be helpful. After each hypothesis or research question, identify the evidence which would be most helpful in testing the hypotheses or answering the research question.

1. Hypothesis:

   If citizens of the nation of Fala know little about their government, then the government must be keeping information from them.

   Evidence:

   A) a tape recording from a meeting where the teachers of Fala decide about the pure of beef
   B) a survey of a random sample of citizens asking their opinions about their government
   C) a tape recording of several government meetings and the published minutes of those meetings
   D) newspapers from Fala

Explain your choice of evidence:

_____

_____

_____

Now that you have decided what evidence would be most helpful, how would you get this evidence?

_____

_____

_____

2. Research Question:

How frequently do people communicate at Volger High School?

Evidence:

A) Memos sent between people at Volger High
B) The number of telephone calls from parents to the school administration at Volger
C) A list of all the meetings and written communication between students, teachers, and administrators at the school.
D) The number of times in a year that students cut class at Volger.

Explain your choice of evidence:

_____

_____

_____

Now that you have decided what evidence would be most helpful, how would you get this evidence?

_____

_____

_____

Before moving on to the next two research questions, discuss answers to items 1 and 2. In the discussion, it should become clear why some of the evidence presented is more useful than other evidence. After you have completed the discussion, refer to the items below. Following the hypotheses and questions, suggest at least four pieces of evidence which would be useful in testing the hypothesis or answering the research question. Work with the other members of your group as you list the evidence.

3. Hypothesis:

If New York is running out of money, then the Mayor must be wasting it.

Evidence:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

4. Research Question:

How are political resources distributed among all groups at Colman High School?

Evidence:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. Research Question:

How does the City Council in Hilltown maintain the respect of the citizens?

Evidence:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

Recognizing Biased Statements

Skill Description

Nearly everywhere and almost all the time all of us are confronted with statements which are exaggerated or twisted or biased because of the emotional attitude of the person who makes them. Sometimes we ourselves make statements which are more the result of our emotional complexes than of our reasoning. Sometimes emotionally toned statements are easy to detect and sometimes they are so subtle that it is hard to identify them as such.

In this section the attempt has been made to gather a series of statements on the same general topic, some of which reveal a strong emotional bias on the part of the writer, and others of which indicate that the writer was attempting to be reasonably fair and objective in making his observation. Practice in distinguishing between the biased and the more thoughtful statements will provide opportunity to stimulate interest and growth in critical skills.

Directions

The following statements have been clipped from the sections of representative newspapers entitled "Letters to the Editor." Go through the list and, if in your judgement the statement is based on emotion or prejudice, indicate the same by placing the letter E (for "emotion") opposite the number of the statement. On the other hand, if the statement seems to you to be based on fact and if it appears that its author was not emotionally biased, indicate the same by placing the letter T (for "thought") opposite the number of the statement.

(T) 1. The irony of the growing appeal of conversation and repression in the quest for law and order is that conservative societies have historically been the breeding ground for violent revolution.

(E) 2. Most of the people on relief are shiftless, lazy, and unwilling to work even if they have the chance.

(E) 3. One lesson of history is clear, "Don't trust a Communist."

(T) 4. America has always prided itself as being a land of opportunity and a haven for refugees.

(T) 5. Is it a mark of a great country to spend eight times as much on "defense" as it does on social welfare?

(E) 6. Everyone who works for a living is a slave to our Federal Reserve System, which controls our supply of money.

(T) 7. No nation can now provide true welfare for its people without continuous cooperation with other nations.

(E) 8. This country has never yet lost a war, and so we should not be scared of what the Russians may do.

(T) 9. The United Nations is reaching a crucial point in its development.

(E) 10. The real trouble with the United Nations is that its policies may be controlled by representatives of a lot of new countries who have no political experience or wisdom.

Asking Useful Questions

Skill Description

Questions guide one's inquiry. The better the question, the better the inquiry. Asking useful and clearly-stated questions is essential to good inquiry. In other words, if you ask the wrong questions, you can't help but get the wrong answers. Therefore students must develop their skills of asking good questions.

The Concept Task Group has worked on helping students ask good questions that are derived from concepts. Here we are concerned about asking good questions in general.

The following activity is designed to introduce the skill of question asking. After the lesson, students should be able to identify questions that can be answered with data gathered by a survey study.

Suppose that you want to do a survey study about political influence in your school. What are good questions that you might seek to answer? Look at the following four pairs of questions and indicate (1) the better questions in each pair; and (2) the reasons for your evaluation of each pair of questions.

1. a. What proportion of the students in our school believe that they have a high level of political influence in the school?
   b. Who has the big clout in our school?

2. a. Are students with big feet more likely than those with small feet to be influential?
   b. Are female or male students in our school more likely to believe that they have a high level of political influence in the school?

3. a. What type of political influence pattern exists in our school?
   b. Is the pattern of political resources in our school more or less similar to the pattern of political resources in our school more or less similar to the pattern of political resources found in in one of these types of political systems: elite, bureaucratic, coalitional, participant?

4. a. Does the captain of the basketball team believe that he has a high level of political influence in the school?
   b. What proportion of the students in our school believe that they have high level of political influence in our school?

The better qeustions in each pair are: 1a, 2b, 3b, and 4b. The better questions have three characteristics in common: (1) they are clear, (2) they are significant, and (3) they are about a large number of people.

A clear question is easily understood. It helps you to focus exactly on what you need to know to answer the question. In contrast, an unclean question is like a poorly focused moving picture which is seen as a confusing blur on a movie screen.

Question 1 b is not as clear as 1 a. It is more general and vague than question 1 a. In addition, question 1 b includes slang words, "the big clout," which are ambiguous. These slang words may mean different things to different people.

Question 3 a is not as clear as question 3 b. It is more general and vague than 3 b as it does not specify exactly what "type" refers to.

Both questions 2 a and 2 b are clear. However, question 2 a is not very significant. A significant question is worth knowing about. Before spending your time, effort, and energy to answer a question, you should always ask: What difference will it make to anybody if I answer this question? Will anybody care about the answers? Or, will people say, "so what" when you are finished with your work?

How can you tell whether a question is significant or not? Common sense can help sometimes. For example, it would be foolish to spend much time or effort trying to answer this question: Are the shoe sizes of Democrats larger than the shoe sizes of Republicans? You could answer this question, but if you did, people would be likely to say SO WHAT?

What is or is not a significant question often depends upon who you are and what you need to know. For example, an answer to question 2 b might be very signficant to people interested in comparing the political behavior of females and males. To some others, it might be a "so what" kind of question.

Both questions 4 a and 4 b are clear and many people would consider them to be significant. However, not all clear and significant questions are answered through a survey study. It is very important to fit your method of knowing to your question. An inquirer who applies the wrong methods to a question is like a work man who uses the wrong tool; for example, like a mechanic who tries to turn screws with a chisel instead of a screwdriver. Remember that survey studies are used to answer questions that pertain to a large number of people, such as question 4 b. In contrast, question 4 a can be answered through an interview of one person. Thus, the survey method doesn't fit this question.

Activity 1

Instructional Objectives

After working with this exercise, students will be able:

1. to identify and apply the criteria for asking good questions by analyzing questions which illustrate these criteria. Students can indicate achievement of this objective by their responses to the items in this exercise.

Instructional Procedures

You will find student copies of this exercise following these instructions. As you work through this exercise, refer to the following four criteria for asking good questions.

1. Questions should be clearly related to a proposition.
2. Questions should be significant - answering them must yield useful and important information.
3. Questions should be clearly and precisely stated.
4. Questions should be unbiased.

1. Have students read through the exercise without responding to any of the items which call for writing.

2. After all students have finished reading, have them respond to the items related to the Fred Osborn-Sergeant Howard interview. Then, use them to organize a class discussion.

3. Based upon this interview, what do you know about crime in Maya?

   Students will probably respond that the interview yielded only a small amount of information. Have them explain why they felt the interview was inadequate. Hopefully, your students will identify many of Fred Osborn's questions as very poor.

4. What questions were most useful to Fred Osborn in gathering information about crime in Maya?

   The question which yielded the most information was question C. The others were either irrelevant or not clearly stated.

5. Discuss each question with students and ask them what the weakest aspects of each question are. Pages 2, 3, and 4 analyze each question. Refer to aspects of this discussion when necessary.

6. Ask various students how they rewrote questions A, B, D, and E to fulfill the criteria for asking good questions. Sample rewritten questions appear on the next page.

	Original Question	Rewritten Question
Question A	"How long have you been a police officer?"	"How have you reacted to increased crime?"
Question B	"How many kids do you have?"	"Are young people more responsible for the increase in crime than old people?"
Question D	"How do you deal with crime?"	"How do the police deal with crime?"
Question E	"How do the police deal with long-haired radicals?"	"How do the police deal with terrorist groups?"

7. After you have completed the discussion of the Fred Osborn-Sergeant Howard Interview have students apply what they have learned. Ask them which of the two questions on page five is a better question.

Question two is better because its reference to managers clearly relates it to the proposition which focuses on leadership.

Activity 1

Student Copy

In the following interview, a man named Fred Osborn asks a policemen four questions about the rapidly increasing rate of crime in Maya, Louisiana. Fred is a citizen of Maya and thinks that the policeman, Sergeant Howard, can tell him about the problems of crime in the city. He has prepared five questions which he asks in the interview below. Read the interview carefully. You will be relying on Fred's questions to gather information about crime in Maya. When you finish, answer the questions which follow the interview.

A. Fred Osborn: "I think you know that I'm interested in knowing about crime in Maya. Tell me, Sergeant, how long have you been a police officer?"

Sergeant Howard: "Twenty-four years."

B. Fred Osborn: "Do you have any kids?"

Sergeant Howard: "Yes, I do, a girl 14 and twin boys, 16."

C. Fred Osborn: "Sergeant Howard, which crimes occur most frequently in our city?"

Sergeant Howard: "Violent crimes, particularly robbery and rape. Many of the other crimes including drug offenses have declined. I attribute most of the rise in robberies to increased unemployment."

D. Fred Osborn: "How do you deal with crime, Sergeant?"

Sergeant Howard: "I'm not sure I know what you mean, sir. Do you mean, how do I personally and individually try and prevent crime, or how the police in Maya try and control crime?"

E. Fred Osborn: "How does the police force deal with long haired radicals?"

Sergeant Howard: "Mr. Osborn, surely you should know you cannot judge a person by the length of their hair."

1. Based upon this portion of the interview, what do you know about crime in Maya?

2. Which questions were most useful to Fred Osborn in gathering information about crime in Maya?

_____

_____

_____

Asking questions can be a very useful procedure in collecting information. Fred Osborn illustrates that some questions can be much more valuable than others. For example, you probably found that of the four questions Fred asked, C was the most useful in gathering information about crime in Maya. However, questions A, B, D and E did not yield very much information.

In formulating questions, you need to specify what you want to know. Fred Obsorn wanted to know about the increasing rate of crime in Maya, Louisiana. Questions, then should be clearly related to a proposition. Question A - "How long have you been a police officer?" fails to meet this first requirement. It, in no way relates to the proposition of increased evidence of crime in Maya. Any answer to this question would be of little help to Fred. Write a question which is more clearly related to the proposition.

_____

_____

_____

In addition to being related to a proposition, questions need to be significant - answering them must yield useful and important information. Question B - "How many kids do you have? - violates this rule. What difference does it make if Sargeant Howard has three children or ten children, or no children? This information is not significant. In the space below, write a question which is more significant than question B.

_____

_____

_____

Another criterion for asking questions is clarity - a question needs to be clearly and precisely stated. Look at question D - "How do you deal with crime, Sargeant?" This question is not clear. It is uncertain whether Fred Osborn wants to know how the police generally handle crime problems or how Sargeant Howard specifically handles crime.

Activity 2

Instructional Objectives

After working with this exercise students will be able:

1. to identify the criteria for asking good questions by analyzing given questions. Students can demonstrate achievement by their responses to the first half of items 1-5.

2. to apply the criteria for asking good questions by rewriting bad questions. Students can indicate achievement of this objective by their responses to the second half of items 1-5.

Instructional Procedures

You will find student copies of this exercise following these instructions. As you work through the exercise, refer to the following four criteria for asking good questions.

1. Questions should be clearly related to a proposition.
2. Questions should be significant - answering them must yield useful and important information.
3. Questions should be clearly and precisely stated.
4. Questions should be unbiased.

Instructional Procedures

1. Have students read through question number 3 on page 2, writing the criteria each question fulfills and rewriting the question if necessary.

2. Hold a class disucssion of question 1-3. The following information will help guide the discussion. It indicates the criteria fulfilled by each question and presents rewritten questions where necessary.

	Criteria Fulfilled	Rewritten Question
Question 1	1, 2, 3, 4	"How can a person be certain a given resolution will ever pass the council?"
Question 2	1, 2, 3	

Taking out the word "lazy" makes the question less biased.

Question 3	1, 3, 4	"Tell me, Mr. Clarke, do you prefer expensive hobbies?"

The answers to this question are more significant than the answers to the original question.

3. After you have completed the discussion give the students a chance to apply what they have learned by responding to items 4 and 5. Use the answers below to guide a discussion.

	Criteria Fulfilled	Rewritten Question
Question 4	1, 2, 4	"Do you condone bribery?"
	This question is more clearly stated than the original question.	
Question 5	1, 2, 3, 4	

Activity 2

Student Copy

Following are five questions which a reporter named Gail Nicholes wants to ask of a member of the city council. For months Gail had suspected that this member, Ray Clarke, accepted bribes from local businessmen. Gail wants to ask these questions of Ray to see if her suspicions are correct.

Read the questions carefully. Remember, Gail wants to find out as much as she can about Ray's ties with big business. As you read, think about the four criteria for asking good questions:

1. Questions should be clearly related to a proposition.
2. Questions should be significant - answering them must yield useful and important information.
3. Questions should be clearly and precisely stated.
4. Questions should be unbiased.

After reading each question, state which criteria you felt it fulfilled. If it did not meet all four criteria, rewrite the question.

1. "Mr. Clarke, what are all of the sources of your income?"

   Criteria fulfilled:

   _____

   _____

   _____

   Rewritten question (if necessary):

   _____

   _____

   _____

2. "How can a citizen be certain a given resolution will ever pass this lazy council?"

   Criteria fulfilled:

   _____

   _____

   _____

Rewritten question (if necessary)

_____

_____

_____

After you have completed working with questions 1, 2, and 3, stop. Your teacher will discuss these questions. You should participate in this discussion by sharing your answers with the class. Be certain that you understand the criteria which each question exhibits. Then go on to read questions 4 and 5. Determine the criteria each question fulfills and rewrite the question if necessary.

4. "Does the city council condemn bribery or do you condone it?"

Criteria fulfilled:

_____

_____

_____

Rewritten question (if necessary)

_____

_____

_____

5. "What are the names of the business associates with whom you spend your time?"

Criteria fulfilled:

_____

_____

_____

Rewritten question (if necessary)

_____

_____

_____

Distinguishing Between Primary and Secondary Sources

Skill Description

People relate the social sciences to a body of established facts. History, to many, is nothing more than a conglomeration of materials that record events. It is important for teachers, then, to help students make a distinction between two types of sources, primary and secondary.

Primary source material would be categorized as personal narratives, diaries, memoirs, eye witness accounts, documents, etc. They make the past come alive, and for the student they have the implicit message that his society was fashioned by people with many of the same beliefs, drives, and feelings as adults in his own world. Secondary sources are different from primary sources in that they use a writer's interpretation of what happened. Students must be aware that these sources might contain biased statements.

In considering written accounts from which is derived accurate knowledge of the facts and events of history, it is necessary to distinguish between primary and secondary sources. The ability of a student to distinguish between sources is usually an indication that the student has used source materials and understands what they are.

Example

Go through the following list carefully. Write the letter "P" beside those items which you think should be classified as Primary Sources. Write "S" besides those which you think should be classified as Secondary Sources.

1. The Treaty of Versailles.
2. Gone With the Wind by Margaret Mitchell, a novel depicting conditions in the South at the time of the Civil War.
3. A newspaper editorial concerning the Munich Pact of 1938.
4. Napoleon, a biography written by Emil Ludwig.
5. The Constitution of the United States.
6. The newspaper text of one of President Roosevelt's "Fireside Chats," a radio broadcast.
7. The Congressional Record.
8. The Rosetta Stone used as a key to the early Egyptian language.
9. Adolph Hitler's autobiography, Mein Kampf.
10. Ivanhoe, a novel written by Sir Walter Scott.
11. A history textbook.
12. George Washington's diary.
13. Baked clay tablets inscribed with cuneiform characters, used about 3500 years ago by writers.
14. Paul Revere's Ride, a poem written by Longfellow.
15. The Dictionary of American Biography.
16. The Charge of the Light Brigade, a poem written by Tennyson.
17. Photographs of the moon taken by the Gemini space crew.
18. A papyrus roll used by the Egyptians.
19. Radio broadcast of the signing of the Magna Carta
20. TV broadcast of the Democratic presidential nominating convention.
21. A televised broadcast of a baseball game.
22. A statement that some Germans destroyed works of art in occupied countries during World War II, taken from the Indictment of the International Military Tribunal.

24. A list of candidates on an election ballot.
25. A news commentator's account of how the Russian delegates were instructed to vote in the United Nations session.
26. A motion picture of the daily customs of the Australian Aborigines.
27. An historical motion picture showing the effect on the Indians of the sight of the first Spanish ships in the New World.
28. A sales slip from a grocery store, listing purchases and prices made on a telephoned grocery order.

Evaluating Sources of Information

Skill Description:

When evaluating sources of information, it is vital that the students analyze the reliability of the source. Reliability depends upon whether the document or record has value as historical evidence. Value draws its importance when one determines why something was written, the circumstances under which the record was made, whether it was written from memory or based on documents contemporary with the event it records, whether independent witnesses have agreed on the facts, and whether the writer has exploited the facts to make a good story, to amuse the public, or to instruct.

The student must be aware that it is important that he selects the best possible source of information from other alternatives. As with the teaching of other study skills, the class discussion emanating from the correction of these items is probably the most valuable part of the lesson.

Sample Activity

Directions to the students: You have been given an assignment to write a term paper. You have been told that to a large degree it will be valuable according to the extent to which the references you use are accurate and are unbiased, impartial, and unprejudiced.

Below are a number of possible topics. Under each one are listed three references which might give information about it. If the material were available, which would you consider as most reliable for giving a true picture of events as they actually happened? Show your choice of the best source by circling either A, B, or C.

Topic I: The hardships of laborers who built the Transcontinental Railroad.
- A. Accounts as recorded in diaries of the workers.
- B. A story by the grandson of one of the construction superintendents.
- C. A t.v. special on the building of the railroad.

Topic II: The "true" story of the Boston Massacre.
- A. A t.v. story of the period.
- B. A native of Boston telling the story as handed down by her ancestors.
- C. A newspaper of Boston, printed during the period, that describes the event.

Topic III: The "long count" - Dempsey & Tunney
- A. Motion pictures taken of the actual fight.
- B. Statements of the event taken from the participants.
- C. Radio accounts of the actual fight.

Topic IV: The effect of the Vietnam war on the people of that country.
- A. An interview with a family in each of ten villages in Vietnam.
- B. A t.v. interview documentary showing the poverty and hunger of Vietnamese people.
- C. A speech given by President Carter.

Topic V: The "Truth" about drug abuse on college campuses.
- A. An account of the situation written by students on several campuses.
- B. A newspaper article describing raids on four campuses.
- C. An interview with a college president.

Topic VI. The physical effects of heroin on the human body.
- A. A boy whose cousin has taken heroin.
- B. A report by the Federal Drug Administration on the effects of heroin.
- C. A t.v. interview with an ex-heroin addict.

Topic VII: What it was like to live in London during the German bombings of World War II.
- A. A t.v. documentary showing actual pictures of London during the bombings.
- B. The recollections of an American whose aunt was in London then.
- C. A novel which is set in London during the bombings.

Topic VIII: The burial of the Etruscan Civilization.
- A. Pictures of objects discovered by a team of archeologists.
- B. A story of an Etruscan funeral feast.
- C. An article about Etruscan cities.

Topic IX: The "true" story of the Salem Witch Trials.
- A. A newspaper article by a reporter who covered one of the trials.
- B. The diary of one of the girls who accused others of being witches.
- C. The court records of the trial proceedings.

Topic X The fundamentals of Communism.
- A. A person living in the Soviet Union
- B. The writings of Karl Marx.
- C. A book about the Russian Revolution.

After the students have mastered the idea of the <u>best</u> potential source, they are ready to attempt the more complex skill of ranking the sources according to their validity.

In Exercise A which follows, the third source of information is to all intents and purposes an eyewitness account. It is contemporary with the event it records. The moving picture about Anthony and Cleopatra, however, was made for commercial purposes. In it the story is the main purpose, and historical considerations are incidental and secondary. The same criticism holds true for the newspaper account. The writer may have examined worthwhile reports, but the chances are they were secondary accounts. The main purpose of the writer was to amuse the public and to tell a good story. Historical considerations were likewise incidental.

Directions to students: You have been given an assignment to write a term paper. You have been told that to a large degree it will be valuable according to the extent to which the references you use are accurate and are unbiased, impartial, and unprejudiced.

Below are a number of possible subjects. Under each one are listed three references which might give information about the subject. If the material were available, which would you consider as most reliable for giving a true picture of events as they actually happened? Rate them according to your preference within each group of three. Indicate your choice of the best reference within each group of three by writing the figure 1 in the space before it; your choice of the second best by writing the figure 2 before it; and your choice of the third with the figure 3. Consider each group of three separately.

Teachers may wish to score each of these parts containing three items as a single unit, either all correct or all wrong. Or they may mark as incorrect within each group the responses which are not exactly as given in the key, and give credit if the response to a single item within the group is correct.

A. The religious beliefs of the ancient Egyptians
- (3) 1. A moving picture dramatizing the love affair of Anthony and Cleopatra.
- (2) 2. A newspaper account in the "Sunday Magazine Section" of excavations of an old Egyptian temple.
- (1) 3. A translation of an inscription on the wall of an old Egyptian tomb.

B. The events surrounding the fall of the Bastille prison in Paris on July 14, 1789.
- (2) 4. An account in an English newspaper on July 17, 1789.
- (1) 5. An account written in the diary of a man who saw the affair.
- (3) 6. A modern play dramatizing the bravery and suffering of the French nobility during the Revolution.

C. The condition of the peasants in Russia under the Tsarist rule.
- (2) 7. An official note to the French ambassador by the Russian Prime Minister.
- (3) 8. A poem about the bravery of the Russian peasant soldier.
- (1) 9. A letter from a peasant farmer to his brother in America.

D. The capture of the city of Antioch in Asia Minor by the European "Franks" during the First Crusade.
- (1) 10. A letter written during the crusade by one of the Frankish leaders who had taken part in the siege and capture of the city.
- (2) 11. A history of the crusade written ten years later by one of the Franks who had gone on the crusade.
- (3) 12. A history of the crusade written by a monk who did not go on the crusade.

E. Living conditions of the ancient Romans.
- (2) 13. An epic poem written by a Roman which mentions some family customs.
- (1) 14. Excavations of the buried Roman city of Pompeii.
- (3) 15. A novel about the fall of Pompeii.

F. Conditions under which laborers worked in English factories and mines in the early nineteenth century.

(3) 16. A contemporary newspaper interview of a typical factory owner on factory conditions.

(2) 17. A contemporary news account by a reporter who had visited a factory and a coal mine.

(1) 18. The report of a committee appointed by Parliament to investigate conditions of the working classes.

G. The exact territory ceded to Napoleon from Austria by the Treaty of Luneville in 1801.

(3) 19. A letter written by a French soldier who took part in the campaign.

(2) 20. Napoleon's memoirs written by himself several years later.

(1) 21. The text of the Treaty of Luneville.

H. President Lincoln's motives in issuing the Emancipation Proclamation of January 1, 1863.

(3) 22. A poem about Lincoln written by Walt Whitman, a contemporary Northern poet.

(2) 23. The news story that appeared in a Confederate newspaper, the Virginia Gazette, for January 10, 1863.

(1) 24. The account of the Proclamation that Gideon Welles, Lincoln's Secretary of the Navy, wrote in his diary.

I. The discovery of gold in California.

(2) 25. A news item in the San Francisco Chronicle in September, 1848.

(3) 26. The account of the gold rush as told by Zane Grey, Western novelist.

(1) 27. An account written by the San Francisco Chronicle in September, 1939, on the ninety-first anniversary of the discovery, including an exact reprint of the original 1848 account.

J. George Washington as a General.

(1) 28. The Diaries of George Washington, printed with every letter, every comma, copies exactly.

(3) 29. The Sparks edition of the writings of George Washington in which the editor blue-penciled, without indication, offensive words and changed the context of many sentences so that writers of letters to Washington and their families would not be offended.

(2) 30. The latest edition of Washington's letters and papers with indicated omission of all phrases and sentences that would be valueless for the writing of history.

K. The Battle of the Marne, September 1914

(3) 31. An account which contrasted the spirit of the heroic boys of the Allies and the ponderous foolhardiness of the enemy.

(1) 32. An account compiled from material taken from the reports of opposing commanders.

(2) 33. An account appearing in a journal printed in a neutral country.

L. Patrick Henry's "Liberty or Death" speech given on the spur of the moment.
(3) 34. A movie dramatizing the speech.
(2) 35. An account written by Patrick Henry twenty-five years later.
(1) 36. An account written by an eyewitness while Henry was speaking.

M. Potsdam Conference promises.
(1) 37. State papers by President Harry S. Truman.
(3) 38. Contemporary articles in Harper's Magazine by a prominent historian and a political scientist.
(2) 39. An account by one of the members of President Truman's official party.

N. Atomic bomb destruction of Hiroshima.
(2) 40. News item in the New York Times published the following day.
(1) 41. Army Signal Corps photographs.
(3) 42. Memoirs of the bombing plane's pilot written on the 10th anniversary after the event.

O. The Dred Scott Decision, 1857.
(2) 43. A historical film about the Dred Scott vs. Sandord Case, 1857.
(1) 44. A copy of the Supreme Court justices; opinions concerning the Dred Scott vs. Sandford Case, 1857.
(3) 45. A newspaper report written by a Republican who lived during the Dred Scott vs. Sandford Case, 1857.

P. The Lincoln-Douglas Debates
(2) 46. An encyclopedia account of the Lincoln-Douglas debates.
(3) 47. A movie about the life of Abraham Lincoln.
(1) 48. A copy of the texts of the debates as found in Documents of American History.

Q. The Pullman Strike, 1894.
(2) 49. A newspaper article written by a reporter who was in Chicago at the time of the strike.
(1) 50. A t.v. documentary which shows actual pictures of the strike and its repercussions.
(3) 51. An account of the strike as told by the nephew of a man who was in Chicago in 1894.

R. The Tweed Ring
(2) 52. An account of the "Tweed Ring" written by a New York Times newspaper reporter.
(1) 53. A New York State government report of the "Tweed Ring".
(3) 54. A letter written by "Boss" Tweed to a friend.

S. What Quebec looked like shortly after its settlement.
(3) 55. See slides a friend took in Quebec last summer.
(1) 56. Study some paintings of Quebec by an artist who went there in the 1650's.
(2) 57. Listen to a historian lecture about early Quebec and what he thinks it probably looked like.

T. Woodrow Wilson's plan for peace as stated in his Fourteen Points.
(2) 58. A textbook account of Wilson's peace plan.
(1) 59. A copy of the original Fourteen Points.
(3) 60. An interview with someone who lived during Wilson's administration.

Follow the same directions in regard to the following excerpts from newspaper accounts. All of them contain some kind of reference to the source for the news item. Some statements have been repeated in another group.

U. The reported disagreement between Marshal Tito of Yugoslavia and the Russians.
(3) 61. Judging from the attitude taken today by communist leaders it is believed in Trieste that they have decided to await Marshal Tito's expected statement.
(1) 62. The genesis of the Soviet-Yugoslav quarrel, according to the report of the United Nations' Commission, is the three-sided dispute between Russia, Yugoslavia, and Bulgaria over Greece.
(2) 63. Paris, June 30 - Government circles were reluctant today to make anything like an official comment on the breach between Premier Stalin and Marshal Tito....

V. Reports on the flying saucers.
(3) 64. British scientists and airmen, after examining the wreckage of one mysterious flying ship, are convinced that these strange aerial objects are not optical illusions.
(1) 65. The general in charge of the planning division of the U.S. Air Force stated that all reports of so-called flying saucers are being thoroughly investigated.
(2) 66. A British cabinet official quoted scientists as saying a flying ship of the type observed could not possibly have been constructed on earth.

W. Reports on attempts to control inflation.
(1) 67. Chairman Paul W. McCracken of the President's Council of Economic Advisers has maintained the position that an active policy of "talking down" wage and price hikes has proved worthless and unworkable.
(3) 68. Some delegates to an OECD meeting in Paris told newsmen that a policy of permitting unemployment to run its course will not be accepted today by labor unions or by the public in general.
(2) 69. The U.S. Chamber of Commerce, on November 27, said the economy now is suffering from a "crisis of cost," with gains in output per worker lagging far behind the rising cost of production.

In the remaining groups are excerpts from news accounts, spoken and printed. They are often used to indicate the source of the news. Some of them are more reliable than others. Rate them according to your preference within each group of three. As before, consider each group separately.

X. (2) 70. The President's secretary told reporters today that the the President is worried about the outcome of his interview.

(3) 71. A source close to the President, who declined to be quoted, seemed optimistic about the chances for an early cease-fire.

(1) 72. Mr. Laird, the Secretary of Defense, in a prepared statement, said that measures were under consideration for further coordination of the armed services.

Y. (3) 73. Paris is understood to have prepared new plans.

(1) 74. Official circles in the French government have been quoted as stating that the President of France will soon have a new plan to propose.

(2) 75. Official circles have stated that a surprising new development in negotiations occurred yesterday.

Z. (1) 76. It is believed by news reporters, on the basis of evidence considered authoritative, that Washington is preparing to change its strategy in the coming talks.

(2) 77. Newspapers are presenting, without comment, information supposed to come from government circles.

(3) 78. Reporters are convinced, from what they have heard, that the government may change its demands.

AA. (3) 79. It is rumored that...

(1) 80. The Secretary stated in a news release that...

(2) 81. A spokesman for the State Department said that.

BB. (3) 82. It is reported reliably that...

(1) 83. An informed source close to the President said today that...

(2) 84. Officials here were reported to have said that...

HINTS FOR TEACHING INQUIRY*

1. Use a variety of inquiry experiences from different sources or projects; do not use just one mode of inquiry or type of inquiry format.

2. Make sure that as many students as possible become interested in the inquiry; don't pursue a problem if most students are not interested.

3. Don't foster dependency in students by giving too much help; try to develop the capacity for students to learn by and for themselves.

4. Accentuate, at least occasionally, the value component in inquiry; have students think about the desirability and feasibility of taking individual or group action.

5. Be positive about students' ideas; do not deny students the opportunity to see that a given hypothesis may have to be rejected.

6. Avoid highly artificial or trivial problems, try for real life problems. Try to give students as much responsibility for their inquiry as possible.

7. Tackle a whole problem instead of just a piece or segment of a problem. Recognize, however, that it may be necessary to sub-divide such problems, and sub-problems may appeal to different individuals.

8. Realize that many students have not been rewarded in the past for asking questions or for proposing ideas. Do not expect creative inquirers to develop in just three weeks. It takes a long time for many students to learn inquiry skills.

*Taken from Teaching Social Studies Skills by June R. Chapin and Richard E. Gross; Little, Brown & Co., Boston, 1973, page 172.

CONCEPTS

INTRODUCTION

One basic set of tools students need are concepts that will give them a chance to organize and process the increasing mountains of information which confront them. This includes the bombardment of data and stimuli from all sources - not just the classroom. For a long time educators have been convinced that learning can best be organized around various centralizing themes or concepts.

To achieve this end, lists of concepts were gleaned from each of the social sciences. And the lists have grown; the teacher's edition of practically every text at every grade level is loaded with concepts. Many of these organizing labels are appropriate for exploring limited subject matter and gaining some small insight. For instance, once a student has grasped the concept of *irrigation*, it is easily applied - at least to certain phenomena. The concept may not need to be taught in later grades.

But notice this: a few of the words in those growing lists are of a different order. *Interdependence* and *conflict*, for example, are included in most collections of concepts. Those two words suggest something larger, more vital than *sea transportation*, *buying and selling*, or *political parties*. They are larger organizing themes; they represent forces that pervade our lives. The understanding of conflict and interdependence is important to understanding ourselves and the world around us.

To separate these larger themes from the extensive listings, we can call them *universal concepts*. They cut across disciplinary lines - each of the social sciences can shed some light on them. In fact, they go beyond the social sciences - other areas of exploration, such as literature, art, science - can offer valuable perspectives. These universal concepts also cut across longitudinal lines; that is, they should be dealt with at each grade level as a vital part of the learning process.

This idea of universal concepts can provide us with the kind of organizing themes we need. These over-arching concepts should be thought of as ways of looking at the world, lenses for seeing things from a certain perspective. They become analytical tools for pulling together seemingly diverse phenomena; students can apply them to their own lives and surroundings as well as to a variety of course materials.

Clearly if universal concepts are to have any value, there needs to be a sequence of development. As the child matures, he or she should be learning to apply a number of these lenses in an increasingly sophisticated manner. And even in the very early grades, the child should be able to explore how these concepts operate on the global level as well as in his or her personal life and surroundings. This does not mean that every class period should be devoted to concentration on one universal concept or another. Rather, the idea is that working with subject matter in a certain way at various times during the year will lead students to incorporate these perspectives into their thinking.

FLOW CHART

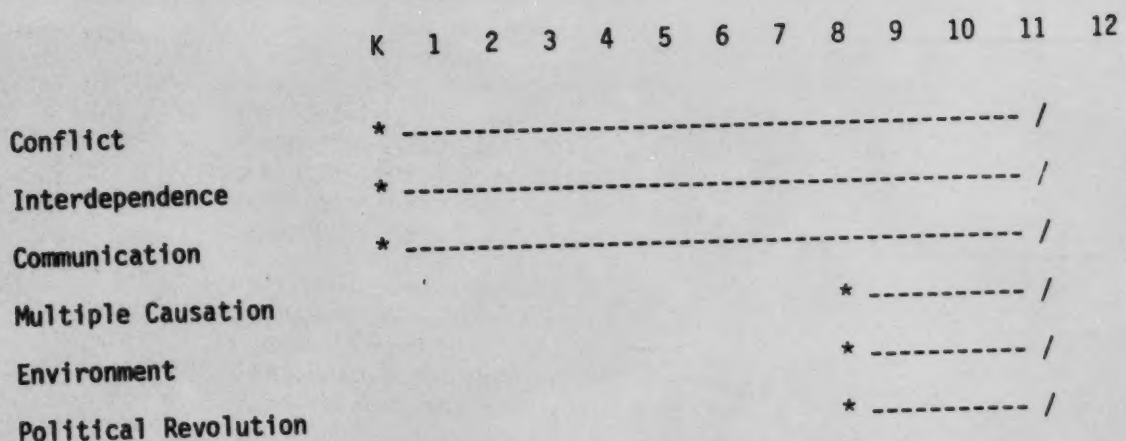

K 1 2 3 4 5 6 7 8 9 10 11 12
Conflict
Interdependence
Communication
Multiple Causation
Environment
Political Revolution

TABLE OF CONTENTS

	PAGE
CONFLICT	C- 4 - C-15
INTERDEPENDENCE	C-16 - C-34
COMMUNICATION	C-35 - C-51
CAUSE & EFFECT	C-52 - C-56
ENVIRONMENT	C-57 - C-61
POLITICAL REVOLUTION	C-62 - C-67
RESPONSE FORM	C-68

INTRODUCTION
CONFLICT IN THE K-12 CURRICULUM

Conflict is a major force in nature and in people's lives. It has been part of the development of all past human societies. Indeed, we cannot conceive of any form of society, past or future, in which there will not be conflict. As we begin to know more about what it is and how it works, we improve our chances of coping with it more effectively. At the same time we come to understand ourselves better and see the world around us more clearly.

Of course, young people do learn about conflict - they encounter it dozens of times every day. But the knowledge gained is far from systematic; it is as likely to be misinformation as it is to be valid enough to serve as guidelines for decisions. In our schools, we tend to gloss over the subject, treating it as something unpleasant that should be handled as delicately as possible. A Stanford University group studied the way in which conflict was presented in social studies texts at the third and ninth grade levels. Their report stated that: "Not only are few problems presented; those that do exist are depicted as not severe. The majority of the examples of conflict in the books we analyzed, regardless of what issue was involved, tended to be presented either as neutral (24%) or as being carried out in a spirit of cooperation (71%)."

Children are also exposed to conflict on television, and here they encounter the idea that conflict is usually violent and resolved by violence. Adult programming is often criticized for its penchant for violence; children's programs are statistically six times as violent. The average child witnesses an estimated 18,000 TV deaths a year! (Statistics from a special news report, KPIX-TV, San Francisco, May 10-12, 1975.)

Clearly we must correct these distortions, and begin to deal with conflict in a more realistic way. Conflict is limited neigher to friendly disagreements nor to murder and mayhem. One major objective should be to help students gain a healthy attitude toward conflict. This involves recognizing that conflict is a basic part of everyone's life. Rather than being an inescapable evil, it often serves positive functions. For example, conflicts over ideas of government contributed not only to American independence (through violence) but to the creation of a superb constitution (without violence). Without the need to work out conflicts, these things would not have happened. The Constitution itself is a master plan for expressing, regulating, and resolving conflicts.

By working through conflicts in a wide variety of settings, students will come to understand that:

- avoiding conflict is not necessarily a good way to deal with it;
- the belief that if everyone obeys the rules there will be no conflict is an oversimplification;
- there are many ways to express and resolve conflict; the socially accepted ways of resolving conflict are usually more successful than unaccepted ways;
- conflict is often *not* a win-lose situation; both sides can gain (or lose) some things.

To achieve such objectives, you will sometimes have to counter-balance text generalizations - particularly those generalizations based on the assumption that conflict is unpleasant and to be avoided. Some examples:

- if everyone obeys the rules, conflicts will go away;

- conflict is a sort of necessary evil; cooperation, the opposite of conflict, makes everyone feel better.

Texts do deal with the expression of anger, but it is also important to see other kinds of conflict - the opposition of ideas, the working out of differences, and finding solutions to problems.

A more open and sensible approach to the subject can serve a number of important goals. Understanding conflict:

- develops a more realistic self-awareness;

- contributes to knowledge of one's role as a group member and as a member of society;

- becomes a link for seeing relationships among a number of subject areas, especially literature, social studies, science and art;

- can be used as a lens for seeing more clearly the world around us - the natural environment, the local community, the global setting.

MAJOR OBJECTIVES IN TEACHING ABOUT CONFLICT, K-12

1. To develop students' understanding and acceptance of conflict as a natural and normal force in our lives.

2. To recognize that irrational conflict or violent conflict tends to be more destructive than conflict dealt with in socially accepted and non-violent ways.

3. To be able to see similarities in the dynamics of conflict at all social levels - personal, group, community, nation, world community.

4. To explore a wide variety of ways to express conflicts and to resolve them.

5. To accept the idea that conflict can be either harmful or beneficial (dysfunctional or functional).

6. To develop some of the tools needed to cope more successfully with a world characterized by constant and increasing conflict.

SOME KEY POINTS TO REMEMBER

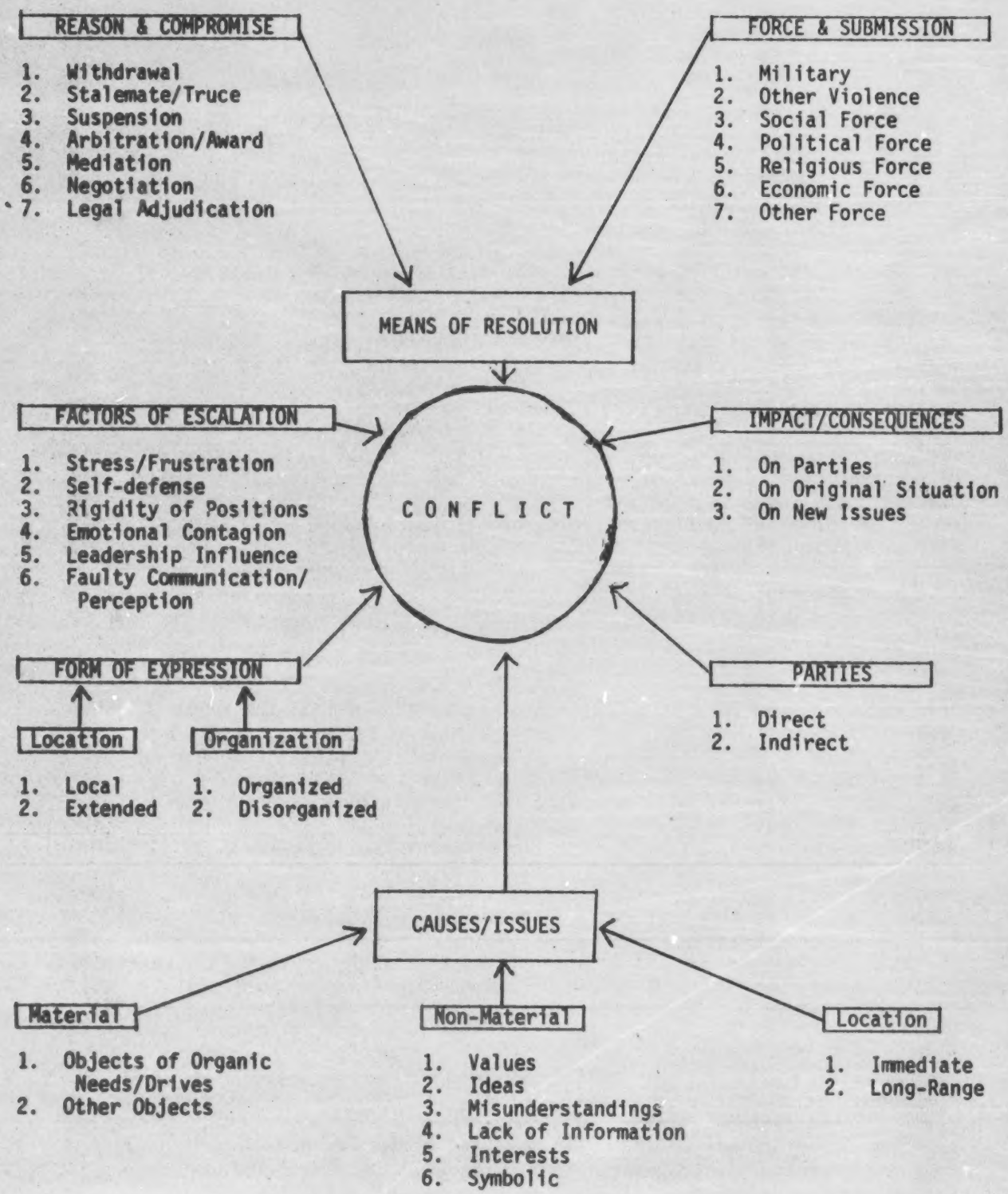
1. You do not have to deal with conflict - or any other universal concept - every single class period.

2. You should mention the label as infrequently as possible - hearing the words too often can have a negative effect.

3. Use the guide to find topics which lend themselves most readily to teaching a particular concept. This will help you avoid bending the subject matter to fit a concept. It will also reduce preparation time and the need for outside materials.

4. Draw on the other areas of experience as much as possible - life experiences, well-known news events, television programming, things that are going on in the students' other subjects, especially language arts and sciences.

5. While an important goal of these guides is to develop a better sense of the total world environment, you will find that much of the learning ofcuses on the concept without trying to stretch it to global implications. This approach is important: if concept is to work, the students must gain experience in as many different settings as possible - including their personal lives and their immediate surroundings as well as national and worldwide concerns.


REASON & COMPROMISE
1. Withdrawal
2. Stalemate/Truce
3. Suspension
4. Arbitration/Award
5. Mediation
6. Negotiation
7. Legal Adjudication
FORCE & SUBMISSION
1. Military
2. Other Violence
3. Social Force
4. Political Force
5. Religious Force
6. Economic Force
7. Other Force
MEANS OF RESOLUTION
FACTORS OF ESCALATION
1. Stress/Frustration
2. Self-defense
3. Rigidity of Positions
4. Emotional Contagion
5. Leadership Influence
6. Faulty Communication/ Perception
CONFLICT
IMPACT/CONSEQUENCES
1. On Parties
2. On Original Situation
3. On New Issues
FORM OF EXPRESSION
Location
1. Local
2. Extended
Organization
1. Organized
2. Disorganized
PARTIES
1. Direct
2. Indirect
CAUSES/ISSUES
Material
1. Objects of Organic Needs/Drives
2. Other Objects
Non-Material
1. Values
2. Ideas
3. Misunderstandings
4. Lack of Information
5. Interests
6. Symbolic
Location
1. Immediate
2. Long-Range

CONFLICT DESCRIPTION
NARRATIVE

The concept of conflict diagrammed above has four major attributes (squares):

1. originating issues (or courses)
2. methods of expression
3. means of resolution
4. impact (or consequences) of the conflict

All instances of conflict may be classified into one of three types: within an individual, between two or more individuals or between two or more groups. Any conflict, regardless of type, possesses the four attributes listed above; therefore, the attributes serve as useful guides in studying instances of conflict, past or present.

ORIGINATING ISSUES OR CAUSES

All conflicts grow out of needs (food, clothing, etc.) and wants (security, self-expression). The resources available to meet these needs and wants are limited. Limited resources and unlimited needs and wants produce the originating issues or causes of conflict. The major attribute "originating issues" consists of four sub-attributes:

1. material issues
2. non-material issues
3. parties
4. locus

Originating issues are either "material" (territory, food) or "non-material" (values, ideas).

Originating issues may also be considered in regard to the "parties" involved in the issues. There may be only one person involved in a conflict (eg. an internal conflict over which decision to make). A conflict may exist between two or more individuals or it could involve several distinct groups eg. WWI).

Finally, issues may be considered in relation to their "locus". The locus of some issues may be immediate while other issues may be long-range or historical in a chronological sense. The assassination of the Archduke Ferdinand at Sarajero is often seen as the immediate cause of WWI while other issues such as mounting militarism are considered long-range in nature. Similarly, some issues may be surface in nature while other issues are more fundamental.

METHOD OF EXPRESSION

The second major attribute of the concept "conflict" has two sub-attributes that serve as a guide in examining how a conflict is expressed. The expression may be "organized" and methodical or it may be disorganized and chaotic. The "locus" of the expression may be geographically local or it may be extended over a wide-ranging area.

MEANS OF RESOLUTION

The third major attribute has three sub-attributes that provide a guide for studying the resolution of a conflict. Any means of resolution will involve one or more "agents" or agencies through which the resolution proceeds. Attempts at resolution fall into two categories - "reason and compromise", and "force and submission". In either category there are several approaches that may be used. The key characteristic distinguishing the two categories is the element of force. In the category "reason and compromise" a resolution may be achieved by applying some "rules of the game" that have previously been agreed upon.

IMPACT

The impact or consequences of a conflict has three sub-attributes of a conflict that can be examined. All conflicts have an impact on the partice involved and the original issues. Conflicts often, if not always, lead to new problems or issues.

Here are some questions suggested by the sub-attributes of the major attribute "means of resolution".

1. Which means of resolution were tried?
2. Which means of resolution did each party favor? Why?
3. How was the conflict eventually resolved? Why?

The question "why" could be used to good avail at many points. It is a natural follow-up on other questions.

While each attribute suggests one major question, each of the related sub-attributes suggests at least one question. For example, the three sub-attributes for "impact" suggest the following questions:

1. What was the impact or consequences of the conflict on the original issues?
2. What new issues developed?
3. What were the consequences of the conflict for each parts?

Major questions suggested by the concept of conflict.

Four basic questions to ask when studying any conflict, past or present, are suggested by the four major attributes (squares). The questions are phrased as if the conflict were historical.

1. What were the originating issues or causes of this conflict?
2. What were the forms in which this conflict is expressed?
3. What were the means of resolution that were used?
4. What was the impact of the conflict?

There are several secondary questions, variations of these four questions that can be used. For example, one might ask the following questions about the major attribute "originating issues".

1. Were there any non-material causes or issues?
2. What role did territorial needs play in the conflict?
3. What issues was each of the parties most concerned with? Why?

Not all of the questions suggested by each circle (the sub-attributes) will be useful for a particular conflict. For examples, it may not be fruitful to ask "what attempts were made to resolve the conflict through negotiations? if no such efforts were evident. All of the major and sub-attributes of the concept, however, are useful in that they alert the inquirer to the various aspect to look for in any conflict.

The Afro-Asian World offers many examples of conflict. These conflicts exist among and between regions. The problem facing the teacher is finding specific examples of a conflict situation and then focusing in on the model in terms of our concept model. Through the careful selection of examples, students should be exposed to the following type of conflict: inner conflict, conflict between individuals; conflict arising out of the nation building process. In all examples students should analyze these examples in terms of the general model of conflict.

One technique that can be used to introduce the concept and also to establish a group understanding of conflict is the "Brainstorming", "Grouping", and "Labeling" process.

I. Ask class to take 5 minutes and note whatever comes to mind when they hear the word conflict.

II. Obtain a sampling of the classes ideas through use of a chalkboard or overhead projector. These are to be listed in a random fashion. At this point any idea a student offers should be accepted.

III. Ask the students if any of the items on the board/screen can be grouped together.

IV. Ask the students if any labels can be developed that would include the members of each group. Record responses.

V. Organize the information provided by the class in terms of a model. The purposes of this model is to help identify what aspects of the class' idea of conflict are developed and, in addition, what aspects are in need of development through classroom experience. For example, if the class recognizes that a conflict involves parties, issues and causes but lacks an awareness of the factors which escalate a conflict, then by providing lessons which focus in on this particular aspect of conflict, the students will broaden their understanding.

General Objectives

Students should:

1. be able to use the concept as a means of understanding the global implications of events and trends encountered in standard course work.

2. be able to analyze the urbanization process as one of the forces creating an increasingly interdependent world.

3. be able to explore hypotheses on the nature of global interdependence and how that interdependence influences people's lives.

4. learn to analyze specific cultures in terms of their relationship to global patterns.

5. be able to relate events in one's life or community to worldwide concerns.

6. be able to explore beyond text materials to deal with such matters as multinational corporations and the use of the world's oceans.

7. be able to question the viability of national solutions to transnational problems.

8. be able to reduce their ethnocentric thinking by learning to view the total world environment.

9. be able to extend thinking and questioning from the past or present into the future.

The following lessons and activities should be used to promote concept development in the 9th grade program.

CULTURE AND CONFLICT

The study of other cultures involves important aspects of conflict. Whatever group or groups you are dealing with in your course, you will find instances where contact with other societies produced both wide-spread change and conflict. The contact might be the arrival of a colonial power, or it could be the present-day importing of modern technology in an effort to industrialize. One of the most important goals of culture studies should be to develop awareness of this pattern. Cultures come in contact with other cultures. The contact produces change, sometimes drastic change. The change, in turn, creates conflict and sometimes violence.

Lessons which focus on conflict can develop the following objectives:

Students will:

- give examples of ways in which culture contact can produce both change and conflict.

- give examples of how groups have either adapted to change or resisted it.

- distinguish conflicts about values from those involving human needs or wants.

- recognize that conquest is an extreme method for resolving conflict between cultures.

- feel greater empathy for those who have experienced domination by another society.

- understand better the reasons for the growing gap between rich nations and poor nations.

1. Conquest.

The clash of cultures has sometimes been an overwhelming experience, with one culture totally dominating another. This extreme form of conflict is illustrated in such events as: the slavery experiences of sub-Saharan Africa; the subjugation of the Indian tribes of North and South America; the colonial experiences of many cultures; and the near-domination encountered by such societies as 19th century China.

a. How did people react? As a research assignment - or through language arts classes - have students find out about the period of conquest or domination - what people thought, felt, said.

Questions to consider:

- How did people express their feeling of hostility or anger - what did they say about the conflict?

- If violent resistance was used, how did this come about? What were the results?

- What nonviolent acts were tried? (For example, adopting Western ways, or demanding independence.) What were the results?

- Did conquest (or being conquered) and the cultural conflict?

b. The reasons for conquest. Have the class explore the question of why one group feels justified in conquering or dominating another.

(1) Ethnocentrism and prejudice can be discussed in this connection.

- Are values and beliefs involved (e.g. the belief that one culture is superior)

c. Whatever historical case is being studies, make comparisons with the experiences of other groups. Examples:

(1) How was the experience of black Africans similar to - and different from - a group like the Incas?

(2) Was colonialism in Africa like colonialism in South America?

2. The conflict between tradition and change.

The meeting of cultures often produces a long process of change - an upset of traditional patterns. This kind of upheaval is invariably accompanied by conflict. An important part of understanding a culture is finding out how the people have dealt with this disruption.

a. Understanding the conflict between tradition and change: whatever society or region is being studied, have the class explore the impact of change on traditional ways.

(1) What new things have to be learned? Why is there a conflict between new and old?

(2) Do some people resist the change? How?

(a) Resistance might take the form of open hostility - a struggle against outsiders or new culture patterns.

(b) Another form of resistance would be to re-emphasize traditional values:

- a Nigerian might insist on tribal ways rather than accept the changes of modernization.

- an American Indian tribe might search for ways to restore traditional customs, economy, etc.

(3) Ask students to interview parents and grandparents to find out about changes they may have found difficult. Examples:

freeway driving	big government
jet travel	automation

b. How can people deal with the conflict?

(1) Focus on individual cases as much as possible - real people the students can identify with. Use outside readings, films, or filmstrips. Apply these personal accounts to more abstract text questions like: "To what extent is it desirable or possible for a traditional society successfully to resist efforts to bring them into the modern industrial world?" (People and Their Cultures, Laidlaw Brothers, 1973).

(2) Questions to explore:

- Did the people resist change? If so, why? And what did they do?

- How do you think they felt? How would you feel in the same position?

- Would you accept all change or do you think you would resist?

- Suppose your culture was being challenged by change? Would you miss some of the "old" ways?

(3) The topic is clearly ideal for role-playing - an excellent chance to work toward greater empathy for other people.

c. Study ways people have mixed tradition and change.

(1) Governments and individuals wrestle with the conflicts emerging from change. Challenge the class to find out what kinds of compromises a particular society is making.

3. Closing the gap between rich and poor.

a. Develop a lesson which emphasizes the accidents of history that contributed to today's gap between have and have-not nations. Some questions to focus on:

(1) How did some countries get a giant head start in industrialization?

(2) Why is it difficult for particular societies to catch up?

(3) What conflicts does this create:

(a) within the country?

(b) between rich and poor nations?

(4) Do the students feel it's essential for the society being studied to catch up? Why or why not? How do the people of the society feel?

LESSON 1: AN OUTSIDER'S VIEW OF US

The problems that can stem from misunderstanding between cultures are clearer to students when they see their own culture through others' eyes. The following excerpts were written in 1899 by a Chinese visitor, describing his experience in America (Hwuy-yung, A Chinaman's Opinion of Us and of His Own Country, London: Chatto and Windus, 1927). Read and discuss the excerpts as a class, then try a role play or writing exercise based on the conflicts that can arise from ethnocentric misperception.

TO THE STUDENT

These statements were made by a Chinese visitor to the U.S. around the turn of the century. He was writing for Chinese readers who were eager to know what Americans were really like. As you read, consider:

1. Do you think any of these statements are prejudiced? Which ones? Why?

2. What signs do you see of ethnocentrism? (If you don't remember what "prejudice" and "ethnocentrism" mean, look them up in your social studies book or dictionary.)

3. Do you think the writer is trying to be fair? Why or why not?

- Americans all look alike, though differing in height; some being very tall.

- Their arms and ears do not reach to the ground, as they are depicted by us.

- Their garments are tight-fitting and very uncomfortable, in hot weather, as it is now; and in the dignity and grace of our flowing drapery they are wanting...perhaps these cramping clothes are a necessary check to their fury, instituted by their sages...

- All vehicles moved by oil machines are supplied with noisy trumpets to warn people to keep out of the way, for they have no right on the road unless the street-surety waves his hand for them to pass.

- The demeanor of many youths in this country shows want of respect for their parents and elders. They stare boldly and openly laugh at them; sit when they stand; not wait to be addressed before speaking; their voices are loud, they interrupt others and lead the conversation.

Here is the same writer's description of a football game:

> I went a moon before with my instructor to see the game they call Foo-pon (football). (It) is played in winter heaven for it requires top endurance and activity. Within edge were three ten thousand men and women. They came from what place? Sitting body we look see (watched) the game. It was same as a battle; two groups of men in

struggling contention. These young, strong, quick men, what (do they) do? Men (on) one side try to kick goose-egg pattern ball between two poles that represent a gate or entrance. They run like hares, charge each other like bulls, knock down one the other rushing in pursuit of the ball to send it through the enemy's poles. When ball is kicked good and caught with quickness then voices of the people burst forth like sound of mountain wave dashing against a cliff. Men and women mad with excitement yell and scream at the players.

How would you explain the events at the game to this writer? What things seem to surprise or impress him most? How would you explain the difference between a "battle" and a competitive sport? If someone had explained the rules of the game to this person, would his confusion be ended? What else would he need to know? Do you think watching lots of football games without anyone to explain them would help this man understand better? Why or why not?

FURTHER ACTIVITY

Use the following situation for role play or writing in class. Imagine that you are a person from the American past (pick a specific time in history). You have been trasnported through time to the present and you are being taken for a ride through your community in a car. What do you see, and how do you see it? Describe your ride. Tell what problems you might have in living here because of how you first see the community. How do your "misperceptions" compare with those of the Chinese visitor? How do your conflicts with this way of life compare to the conflicts the Chinese visitor may have had in 1899?

INTERDEPENDENCE IN THE K-12 CURRICULUM

Interdependence means simply *mutual dependence* - parts of a whole depending on each other. The significant thing about this simple definition is that it describes one of the basic and important features of the world we live in. When we talk about such things as the Shrinking Planet, or Spaceship Earth, or the Global Village, we are acknowledging the fact that the human species is being more tightly bound together with each passing day. We find ourselves living in huge global webs, although awareness often comes only when some sudden jolt in one of the strands - like the Energy Crisis - reverberates through all the others.

The forces at work creating this village environment are not hard to find - the continuing innovations in technology, mass communications, and high-speed transportation working on such tendencies as the urge of business to expand, the scattering and overuse of scarce resources, the desire of the have-nots to have something, the uncontrolled growth of population, and the age-old belief in fighting for what one wants. Taken together, all these elements magnify our Spaceship proximity, making us inescapable partners with our fellow passengers.

Actually, there are probably few of us who want to be neighbors with four billion other humans. Tribalism developed long before tele-communications, and we have always been suspicious of anyone from outside the village limits. But now suddenly the borders between villages have become blurred.

Being tied so closely to others does not necessarily mean that a sense of world community is the inevitable outcome. But this is the mistake our texts so often make. We teach children how communities depend on each other, how different regions of the nations are interdependent, and occasionally, that these interdependent strands (at least economic ones) stretch to the coconut groves of the South Pacific, the oil fields of the Middle East, or the manufacturing centers of Japan. The student, if he or she is encouraged to think in global terms, sees an extension of local voluntary inderdependence - like the friendly farmer producing food for the city workers.

Unfortunately, global interdependence is considerably more complex than mutual dependence within a nation or region. Intervening variables such as nationalism, racism, ethnocentrism, and the lack of accepted rules make the equations untidy. In fact, contact may create just the opposite of increased understanding, despite acknowledged common ties. Indeed, the most violent of wars have always been those which involved people who had common ties.

A major goal of education, therefore, must be to help students understand the ambiguities of global interdependence. There are parallels in the way interdependence operates at all levels from the nuclear family to the world family. Interdependence, at each of these levels, contains the potential for integration but also for conflict. The enormous task we face, then, is to help young people understand exactly what interdependence is and what factors can be fostered to maximize its potential for good.

MAJOR OBJECTIVES IN TEACHING ABOUT INTERDEPENDENCE, K-12

1. To increase students' awareness of the forces creating global interdependence.

   a. The continuing revolutions in industrialization, transportation, communication

   b. The problems which bind us, such as population pressures, gaps between rich and poor, the uneven distribution of goods and scarce resources, the need to control violence.

2. To increase students' understanding of the ways in which global interdependence influences the lives of the individuals, families, communities, and nations.

3. To increase students' acceptance of the idea that interdependence can create new problems as well as the potential for a better life.

4. To help students explore some of the factors which make it difficult to live within our "webs of interdependence";

   examples: Tribalism (including nationalism)

   egocentrism and ethnocentrism

   increased competition for scarce resources.

5. To help students develop the tools needed to analyze the various systems and subsystems which make up the global webs - economic systems, political systems, ecosystems, etc.

THE STUDY OF CULTURE

The study of culture is valuable for offering young people a basis for comparison with their own society and an appreciation for the way of life of other people. At the same time, they enlarge their world view by beginning to understand the similarities and diversity of different human groups - in other words, they begin to see all humans as members of the same species, but a species that has found infinitely varied ways of meeting basic needs.

Some topics and questions that might not be covered in your text:

1. A culture is a system.

   a. How do the different parts of a culture form a system, each part depending on the others? Give examples.

   b. How has a change in one part of a culture influenced other parts? For discussion or research, explore cases illustrating this phenomenon. e.g., when Plains Indians acquired the horse, this created changes in practically all aspects of their culture.

      If one or two examples are provided in the text, discuss these; also have small groups find examples from other parts of the world. For example - new strains of rice on farms in India; military defeat for Japan in World War II; the bogging down of U.S. military forces in Vietnam; the creation of military rule in Brazil.

   c. Are there changes that have influenced the culture patterns of many societies at the same time? Students might find out about:

      - the Spanish conquest of Latin America
      - the transistor radio
      - the spread of Islam
      - the control of malaria

   d. How might a single technological innovation influence different cultures in different ways, e.g. television?

   e. Test this hypothesis:

      In societies where people have learned to control environmental conditions, they become less dependent on the environment and more dependent on each other.

2. Cultures have value systems.

   a. Compare the value systems in two different cultures - or in two sub-cultures of the U.S.

      (1) How do these values influence behavior?

      (2) What are some examples of forces that have changed value systems?

(3) How do the values of the groups studied compare with your own?

b. Why are there different value systems within a particular society - especially modern, complex societies like the U.S.?

(1) Do you think minority groups should reject their traditional values in order to "fit in?"

(2) Is one set of values better than another?

(3) Is it possible to have harmony when different groups have different sets of values?

(4) What are the advantages and disadvantages of such diversity?

(5) Can you think of values in American society that you would like to see changed?

c. Encourage the class to explore their reactions to different value or belief systems.

(1) How might others react to the values and beliefs held by the students?

(2) You can use such discussions as a means of analyzing ethnocentrism.

- Why does it exist? What purpose does it serve?

- How does it form a barrier between cultures?

- Give examples of the harmful effects of ethnocentrism.

- Can you think of ways that people could become more tolerant of the beliefs and values of others?

3. Some conclusions

a. Cultural variations stem from finding different ways of meeting universal human needs.

b. A change in one part of a culture can influence other parts.

c. Ethnocentrism is a way of defending one's own way of life; but it also contributes to cultural conflict.

d. Better understanding of the reasons for cultural diversity can help overcome value conflicts and ethnocentrism.

LESSON: 1 THE EXAMPLE OF THE ASWAN HIGH DAM

Many of the problems of development have been attacked individually, without consideration of related problems. As a result, one kind of difficulty is sometimes just traded off for another. Of course, it isn't always possible to foresee all the consequences of an action. But this role playing exercise about the Aswan High Dam in Egypt should help lead students to investigate with some care and to weigh the values behind their decisions.

PERFORMANCE OBJECTIVES

Students will:

1. recognize that trying to change or correct a system can lead to unanticipated problems.

2. role-play a group to deal with problems arising from the building of a dam.

3. state ways in which improving the water and irrigation systems in one country can have harmful effects elsewhere.

PROCEDURE

For a more meaningful exercise on this subject, have students do further research on the dam situation in Egypt after they have completed the reading. Choose an underdeveloped country that might benefit from a dam similar to the Aswan, or draw a map of an imaginary underdeveloped country so students will have particular geography to work with. Assign roles as follows to individuals or pairs of students, and have this group debate before the class in a mock meeting between officials of the underdeveloped country and United Nations advisors. Then, open up discussion to the whole class (which may act as a U.N. General Assembly or group of nations from the same continent as the underdeveloped country).

THE ASWAN DAM

"Where the Nile River nears the border between Sudan and Egypt, it broadens into Lake Nasser, the 300-mile-long waterway created by the Aswan High Dam. This enormous dam rivals the pyramids as a monument to a man's inventive skills - and it represents one path to modernization for Egypt. By controlling the Nile, the Egyptians have been able to reclaim 850,000 acres of agricultural land, and a further 973,000 acres are now under permanent irrigation, instead of frequent flooding. The dam has brought electricity, medical services, industrial jobs and education to thousands of villages in an area which only a few years ago was one of the poorest, most underdeveloped in the world."

"But such benefits have had an environmental price. The most obvious is the spread of diseases up the river into Egypt. Presently, half of the Egyptian population suffers from schistosomiasis, an illness caused by parasites coming from the water into the human blood-stream. The increase in land under irrigation may soon cause this disease to infect two-thirds of all Egyptians. There is also the fear that long-absent diseases like malaria will return to Egypt through Lake Nasser. Downstream from the dam, the rich soil that has provided fertility

to the Nile Delta for thousands of years is no longer deposited along the banks, and the sardine and shrimp industries in the Delta have collapsed. As to the permanent effects of the high dam, ecologists say it is far too early to judge.

"If you were a government official from an underdeveloped nation considering building a dam similar to the Aswan High Dam, what decision would you make after reading the above information?"

ROLES

1. Minister of the Interior, responsible for increasing agricultural production.

2. U.N. advisor, doubtful about the long-range values of an Aswan-style dam.

3. Farmer, who experiences annual floods of his crops because there is no dam.

4. Public health officials, concerned about the health effects of damming the river.

5. United Nations official, anxious about the possible conflicts that might result if this country (call it Gazaland) dams the river which for centuries has flowed into neighboring nations.

6. President of the Republic of Gazaland, who desires to show the world that his nation can become modernized and developed.

LESSON: 2 "FEEDING THE WORLD"

PERFORMANCE OBJECTIVES

Students will:

1. describe their own reactions to statements about the world food problem.
2. recognize ways in which their own behavior influences globewide events.
3. evaluate the responsibilities of Americans in regard to the world food problem.

PROCEDURE

These questions and brief reading are designed as "wake-up" exercises to introduce the subject of Americans' inevitable links with other nations through food needs. Discussion of the true-false questions should bring out students' initial misperceptions and prejudices on the subject. At the same time, the class should begin to see the urgency of the issue and feel more motivated to get reliable information and look for solutions.

Give students no preparation time before this true-false "test." But arm yourself with appropriate facts - the class will want them as ammunition in the discussion following. Use the reading, "A Global Village," to cap off your discussion. Ask students to write as part of their reactions, how this reading affects the answers they gave on the "true-false" test. Would they answer any of them differently now? Why?

TRUE OR FALSE

1. Over-population is mainly a problem in Asia, South America, and Africa.
2. The way these countries solve their population problems is through the use of contraceptives.
3. Americans are basically generous and well thought of throughout the third world.
4. The only way to stay healthy is to eat a diet of red meat.
5. Americans have the most well-balanced diet in the world.
6. Americans consume only their fair share of the world natural resources.
7. We can solve the world food problems with better agriculture techniques or harvesting the sea.
8. The main reason why there is a world food shortage is because food is divided unequally.

9. What the people in Asia need are more tractors or higher yielding crops.

10. It is all right to use food as a political weapon.

12. We should sell grain to the U.S.S.R.

12. If you use a chemical fertilizer on your lawn then there is less for an Asian rice patty.

A GLOBAL VILLAGE

If the world were a global village of 100 people, 70 of them would be unable to read, and only 1 would have a college education. Over 50 would be suffering from malnutrition, and over 80 would live in what we call sub-standard housing. If the world were a global village of 100 residents, 6 of them would be Americans. These 6 would have half of the fillage's entire income; and the other 94 would have to exist on the other half. How would the wealthy 6 live "in peace" with their nieghbors? Surely they would be driven to arm themselves against the other 94 - perhaps even to spend, as we do, more per capita on military defense than the total per capita income of the others.

1. Write your reaction down.

2. How does this statement make you feel?

LESSON: 3 ACQUIRING AN OVERVIEW: FEEDING THE WORLD'S PEOPLE

This next article is considerably more ambitious, and the reading may be difficult for some students. But the selection offers an excellent overview of the world food situation - how are we, the people of Planet Earth going to produce enough food for our steadily and rapidly growing numbers? The students will see the relationship between what goes on in the huge agro-corporations of the United States and the small family farm of arnulfo Salas.

Perhaps the most useful place to insert this in the course would be after (1) lessons dealing with the problems of modernization in one or more Third World nations, or (b) a unit that deals directly with the world's food crisis.

Some questions for the class to consider are:

1. Why does the author talk about farms in all parts of the world?

2. Why are farms like that of Arnulfo Salas as important as the huge mechanized farms of the United States?

3. Notice that the United States Secretary of Agriculture criticizes the village farmers for not being concerned for starvation in cities.

   - What kinds of traditions and customs lead to this lack of concern?

   - Do you think the Secretary's criticism is fair? Why or why not?

   - Could Americans be criticized for not caring about the poor and the hungry within the United States?

4. If you were a U.N. agency field worker, how would you try to persuade Arnulfo Salas to increase production?

You can also use the article as the basis for some research assignments. Pairs of students could find information on such subjects as: How much must the world's production of food increase each year, just to remain where we are now in terms of living standards? How many people suffer from starvation and malnutrition? What diseases result from poor diet? How have the Japanese achieved such high yield per acre?

HUNGER AND THE SUBSISTENCE FARMER*
by John Barbour
Associated Press

Barefoot, his shirt knotted about his lean waist, Arnulfo Salas guides his plow through seven and a half acres of sandy, volcanic soil.

He farms the way his father did before him, on the same land, with the same plow, behind a tired horse.

Yet Arnulfo Salas, 27, father of four children, is the unlikely hope of the hungry world.

A lot of important people Arnulfo doesn't know are meeting in Rome at the United Nations' World Food Conference. They are talking about Arnulfo and the 100 million other small farmers who tend 80 percent of the world's farms and are the best answer to the world's food problems.

Arnulfo wouldn't care. This is his world, a personal stake in Mexico's Atoyac River Valley between the slopes of the ancient volcanoes Popacateptl, Ixtacciuatl and La Malinche.

The Aztecs coaxed food out of the nitrogen-poor soil 7000 years ago, fertilizing with human excrement and fish bones. Arnulfo uses chemical fertilizer, but sparingly, inefficiently.

His corn is thin, they would say in Iowa. He will reap some 210 bushels from acreage that would produce nearly 800 bushels in Iowa.

Arnulfo could - by using more fertilizer and readily available technical help - double his production. He chooses not to. Maybe next year, he says.

He is the prototype of the subsistence farmer the world over, a captive of his culture, his fears. He produces on his 15 acres or less only what he needs. He feeds his family, his hogs, few of his countrymen.

The Arnulfos and their families are 700 million of the world's 3.8 billion population, and 70 per cent of the population in developing countries.

The world is waiting for them.

Increasing their production is the "only viable long-term solution to the world food problem," says a U.N. report prepared for the World Food Conference, which opened November 5 and ends next Sunday.

Every year, the world has 78 million new mouths to feed. American and other modern farmers, producing near to capacity, cannot do the job. U.S. government stockpiles, once used to feed millions of hungry, are gone. And so, in America, when a housewife reaches for a loaf of bread on a supermarket shelf, she is in direct and unequal competition with a starving child somewhere in the world - a competition that is driving up her food prices.

She, too, has a stake in the farm of Arnulfo Salas.

Arnulfo could double or treble his output, produce new and more varied crops, feed his fellow people in crowded Mexico City 30 miles away, and other cities where people hunger.

In Mexico half the land is planted in corn. Yet not more than 25 to 30 percent of it leaves the farm where it was grown.

In India, small farmers hold 60 percent of the rain-fed land. Yet they produce only 3- percent of the rice.

---

*San Francisco Examiner & Chronicle, November 10, 1974, pp. B8-B9.

(Grade 9)

The problems, almost everyone agrees, are cultural, social, economic, governmental. The small farmer is capable of far more. How do you convince him to do it?

Says Secretary of Agriculture Earl Butz, who heads the U.S. delegation to the Rome conference:

> "This is a basic problem in India and elsewhere because they continue to have a cheap food policy. Perhaps the Indian farmer can't read, but he can figure. They are not stupid. They can get a better price somewhere else and the wheat doesn't come out. It stays in the granary, or it goes into the black market.
>
> It just never leaves the villages, and they eat pretty well out there, at least in terms of how they eat in Calcutta...
>
> The world's crying need is to get farmers everywhere to produce. You don't do that by putting a ceiling price over their head..."

A Rockefeller Foundation report agrees: "Before a farmer can be expected to produce more than enough to feed his own family - before he can be encouraged to move from subsistence to commercial farming, he has to have a price for his product that makes the additional labor worthwhile."

How can this be done?

Says Astolfo Fumagalli, general manager of Guatemals's Institute of Agricultural Science and Technology:

> "They have been doing it their way for many centuries. They just don't think of the future. But we must depend on them and they must change.
>
> They belong to the past. We must change that."

For years in Mexico, the small farmer was a slave to the local corn buyer who set the price. Then the government established a chain of regional stores, buying grain at an official price, setting a price floor.

There are dozens of experiments. In El Salvador there are new prospering farm cooperatives. In India the government seeks to break the hold of loan sharks on small farmers. In Brazil concerted efforts by the government and American experts have revitalized one state that now produces over 80 percent of Brazil's wheat.

Bus most changes are as much cultural as technological. Just outside of San Lucas el Grande, a Mexican town of 4000, Margarite Juarez Garcia, 32, farms seven and a half acres.

For years he followed the local practice, spacing his corn plants a yard apart, fertilizing sparsely. Today he plants his corn 20 inches apart, fertilizes better. His yield has trebled.

Now he has corn to sell on the open market. Now he is building a new home for his wife and four children.

In almost every poor country, the camposino or his counterpart is not prepared to extend his loyalty beyond his family, nor to open himself to criticism from outsiders.

Juarez Garcia did both. He joined the Puebla Plan started by the Rockefeller Foundation, now run by Mexico's Post Graduate College of Agriculture.

The farmers have forced down loan interest rates from 18 percent to 7.5. They buy their fertilizer as a group.

The largest hurdle is fear. Simon Williams, a New York-born consultant who has studied the small farmer all over the world says, "When we ask these guys to change their planting, we're asking them to risk their lives."

It means also getting used to the idea of money.

Dr. Reggie Laird, who works with the Puebla Plan, says most of the farmers never sold corn except when they needed cash for medical bills. They have no bank accounts. Their assets are animal and vegetable. They feed their corn to their families and what's left to the hogs. "They talk about using their hogs literally as a piggy bank."

When small farmers do well, they are amazing even to experts. The small farmer of Taiwan and Japan is a case in point.

> "Their culture is such that they can put enough labor into a tiny plot and outproduce any corporate farmer," says Si Williams, "The size of the parcel does not govern productivity; it's how you manage it.
>
> The use of fertilizer in Japan or Taiwan is greater per square foot than anywhere else in the world. You can't duplicate elsewhere by calling people lazy, or saying they're too dumb to learn."

Secretary Butz, whose policies help manage America's farms, counts the nation's blessings: "The Lord gave us a tremendous agricultural resource...starting in Ohio and going to the Rockies, from Canada into Texas, you have the world's largest contiguous land mass of fertile soil, adequate rainfall, good growing climate, topography that lends itself to mechanization...well capitalized farms, high management - capacity farmers..."

But in a hungry world, they are not enough without Arnulfo Salas.

LESSON: 4 UGANDA'S DEVELOPMENT PROBLEMS*

This brief case study on Uganda brings out the ills as well as the benefits of sudden entry into the interdependent, industrialized community of nations.

OBJECTIVES

Students will:

1. state ways in which Uganda symbolizes worldwide trends and problems.
2. illustrate ways in which changes in one part of a system influence other parts.
3. recognize that trying to correct a system malfunction can lead to new problems.
4. know that the demands of global interdependence contribute to the need for industrialization.

PROCEDURE

Distribute and discuss the following situations with your students.

UGANDA'S DILEMMAS

"The East African nation of Uganda is poor. Most people work the land. Use of DDT has been part of the nation's attempt to modernize farming in Uganda. Where tiny plots once dotted the countryside, producing barely enough for the farmers' families, now some big fields of crops are growing. The new agriculture is providing work for young men who have left their native villages looking for a better life. Ugandans are now feeding themselves better. And, by selling food to other countries, they are getting the cash they need to buy industrial tools.

Still, while the government is seeking ways to develop industrialization, it knows that agriculture will be the main source of income for most people for many years. An international environmental conference which met in Sweden recently expressed opposition to the use of DDT for insect control. If Uganda's government stops applying DDT, the crops may fail, and mass starvation for thousands of people may result. On the other hand, if Uganda continues to use DDT, it may be sacrificing its fish and bird species, and the future environment of the nation."

1. In what ways has DDT linked Uganda with other nations?
2. Do you think Uganda could easily return to the small farm system? Why or why not?
3. If you were forced to decide between continued use of DDT and banning the chemical, which would you choose for Uganda? Give reasons for your answer.
4. Can you think of other ways to work on the problem? Where might Uganda turn for help?

Here is another problem Uganda faces. How is it similar to the DDT question?

"The United States government and the International Development Bank have recently offered Uganda ten million dollars to construct a giant industrial plant near the city of Kampala, to produce steel. The plant would employ several thousand workers, but the production process would foul the air for miles around, and the city would become crowded with workers and their families, requiring them to live in poor housing, with inadequate water and sewage treatment for such large numbers."

1. Why do you think Uganda doesn't pay for its own steel plant?

2. Why would the government be especially eager to have a steel plant close to the capital city?

3. Do you think the government should accept the grant and build the plant, or not? Give your reasons.

4. Is there anything Uganda could do to guarantee that some of the bad side effects of the plant would not appear?

FURTHER ACTIVITIES

You may pursue these questions further in either of two directions:

1. Compare Uganda's development problems with those of a country that industrialized earlier (such as France or Canada). Make a time line for each, showing when the first factory came in, the first mass farming, the first steel plant, the first use of DDT, the first concern over pollution. How do they compare? Why might Uganda find her problems harder to solve? What advantages does she have over the other country in finding solutions?

2. Research Uganda's political system. Why do you think such a system can flourish in a developing country? Do you think it will last long? What limits are there on the leader's power because of the ways Uganda depends on other nations?

LESSON: 6 NATIONALISM

Nationalism and Global Society

This topic is concerned as much with future possibilities as with the present implications of global interdependence. It provides a good way of pulling together previous learning centered around one concept; in fact, it probably shouldn't be approached until the class has dealt with other aspects of the world environment.

The major question involved here is: How can a world divided into 150 sovereign nation-states cope with concerns which have little to do with national boundaries? The question should not be limited to courses dealing with "International Relations" - it should be an essential part of any high school education.

1. Exploring large generalizations

Increasingly, the world's political leaders, scholars, journalists and scientists have directed their energies toward analyzing just what global interdependence means to our lives and to the possible alternatives for the future. You might try using statements of concluisons reached by some of these people. The class can use the generalizations as hypotheses to test; they can also be the take-off point for debates, research and report assignments, panel discussions, and simulations of decision-making. You might also give some students the chance to develop slide shows (using published photos as well as the local environment) to illustrate some of the key points.

Here are some sample quotations:

a. Columbia University scholar, Emile Benoit:

"It is the writer's belief that the universe of seemingly sovereign political entities will gradually disappear as mankind grows to understand the basic facts of its interdependence and learns to fashion tools more consistent with them."

(1) How can such a statement be justified? Challenge the class to think of specific concerns that cannot be handled by individual nations.

(2) What are some of the "basic facts" of global interdependence which are not in the nature of urgent problems?

- For example, how does the world's economic system make it difficult for a national government to make effective decisions regarding its own economy?

- In what ways to multinational corporations offer a challenge to nation-state authority?

- Does rapid transportation and instant communication contribute to the possibility that the nation-state is becoming obsolete?

(3) Do you think Benoit underestimates the power and importance of national loyalties?

(4) What are the alternatives to the present system of nations? (Consider regional groupings as well as various world political organizations.)

b. The late U Thant, in a 1969 speech, said: "I do not wish to seem overdramatic, but I can only conclude from the information that is available to me as Secretary-General that the members of the United Nations have perhaps ten years left in which to subordinate their ancient quarrels and launch a global partnership to curb the arms race, to improve the human environment, to defuse the population explosion, and to supply the required momentum to world development efforts."

(1) What progress has been made since U Thant made that grim statement? How do you think he would respond to the present situation if he were alive today?

(2) Why is there such a sense of urgency in his tone?

(3) To what extent and for what reasons do you agree with his assessment?

c. India's Prime Minister Indira Gandhi:

"It is an oversimplification to blame all the world's problems on increasing population. Countries with but a small fraction of the world population consume the bulk of the world's production of minerals, fossil fuels, and so on....on the one hand the rich look askance at our continuing poverty - on the other they warn us against their own methods. We do not wish to impoverish the environment any further and yet we cannot for a moment forget the grim poverty of large numbers of people."

(1) Whatever methods you can devise that will help students understand the feelings of Third World peoples are important. Reading personal accounts and viewing films can be useful.

(2) In role-playing or simulated settings, see if the students can grasp the reaction of persons in a developing nation who are told that the only way to save their country is to stop population growth.

(3) Prime Minister Gandhi is a strong supporter of population control. But what other factors does she think must be involved at the same time?

(4) The quotation hints at some of the frustrations felt by those on the losing end of the rich-poor equation.

- How would you express those frustrations in your own words?

- Do you think the rich nations have an obligation to help the poor nations? To what extent?

d. English international affairs specialist, John W. Burton:

"Whatever our occupation or interests, each of us needs to be informed about our wider environment, how we affect it, and how we are affected by it. In particular, we need to have insights into changes that are likely to occur, such as population growth, technological change, social and political change and market changes, so that we can anticipate them, and plan our individual and collective lives accordingly."

(1) Is Burton's statement optimistic? Pessimistic? Or, a combination?

(2) How do the students feel their own lives and futures are influenced by the concerns he mentions, which have been studied in other parts of the course?

(3) See if the class can pick out examples of how life in their community can be altered by a greater understanding of "our wider environment."

2. Exploring steps toward world cooperation - the world conferences.

Course material on regional cooperation, such as the European Economic Community, and the U.N. functions - particularly those concerned with population, hunger, environment, economic development and women - would fit in well here. At the same time, you might take on study of the recent world conferences as indicators of growing awareness of our interdependence and possibly as beginning steps in the right direction.

a. Have small research groups analyze the work of recent world conferences dealing with such concerns as women, environment, food, population, the oceans. They should have some specific questions in mind to guide their research reports and discussion.

(1) Is there significance in the fact these conferences have been held - why are the world's nations meeting?

(2) What positions have been taken by specific nations - e.g. how does the U.S. position differ from that of (1) West European, (b) hemispheric, or (3) Communist countries? What evidence do you find of tension between developing countries and the "rich nations?"

(3) Note specific cases of conflict between national interests and world interests.

(4) Have the conferences had any successes - why is there usually a lack of agreement on key issues?

b. After reports and discussion have the class consider the question of whether or not such conferences are worthwhile. You can turn this into a debate topic if strong differences of opinion emerge.

The students should also be able to consider this idea: Many have expressed the conclusion that the major crises faced by humanity today - war, arms races, poverty and hunger, environmental pollution, the oceans, population growth - can not be dealt with separately. To what extend would the class agree or disagree with this assessment?

3. Exploring the question of loyalties - does increasing interdependence threaten loyalty to the nation?

a. For a long time, people have belonged to groups that are international - church, youth organizations (such as boy scouts, girl scouts, Y.M.C.A., Y.W.C.A., etc.). Why don't people worry about the loss of loyalty with such organizations?

The class should see that the functions are basically local - no international power group is making key decisions about local units, except in the case of some religious denominations.

b. Find examples of international agreements that have worked - e.g. International Postal Union, communications and shipping agreements. Why don't these seem to threaten national loyalties?

They are purely functional, voluntary agreements.

What recent trends do create concern about national loyalties? Why is organized labor arguing for strict controls of MNC's? Why do some Americans feel the U.S. should withdraw from the U.N.?

c. How far can multiple loyalties go? Is it possible to have a feeling of loyalty to world society and to one's own nation?

What happens if national interests run counter to global interests? For example, at the 1974 World Food Conference, developing nations asked the U.S. for one million tons of grain as a token of commitment to the battle against starvation. The U.S. said this was impossible - at the same time, selling more than that amount to the Soviet Union as a means of strengthening detente. How does the class feel about this sort of decision?

- Speculate on other possibilities. Suppose that:

(1) The U.S. could ease world starvation by reducing meat consumption by 10% (it takes 6-7 pounds of grain to produce 1 pound of beef), would the class be willing to make this sacrifice? Why, or why not?

(2) A U.N. resolution requested the rich countries to contribute 10% of their national income to ease the food crisis and aid development (we now give less than 1% of our GNP in aid). Would Americans agree?

- The class should be able to find other cases where national or individual interests seem to collide with world interests. What ideas do they have about easing these conflicts? Suppose, for instance, the class formed an American delegation to a World conference. Would it be right to advocate a plan - such as free grain distribution - that might result in lack of profits to some Americans? If so, how would they justify their position?

d. Simulate a World Conference.

- Particularly after the class has been dealing with the above topics - or after study of particular nations (developed and developing) try creating a simulation of a world conference.

- Pick a specific concern to deal with - environment, population, etc.

- Assign different students to represent different countries, including the U.S. Outside reading is probably necessary to create realistic stances for each participant.

- As the class tries to reach agreement or formulate a plan, notice the places where loyalty to one's nation (or national interests) seem to pull away from cooperating.

- Discuss these feelings in debriefing the activity.

- Encourage the class to speculate on how growing awareness of global interdependence might contribute to greater cooperation.

COMMUNICATION IN THE K-12 CURRICULUM

We will be using the term *communication* in its broadest sense - it encompasses the many ways of sending and receiving messages between people, as well as learning to deal more effectively with the various forms of mass media. The latter, for example, would include distinguishing fact from opinion, identifying hidden messages, and analyzing the influence of the media on lifestyles and personal decisions.

The following is a list of some of the goals developed in this set of guides. The list is not definitive or final. You will probably discover that other goals are also being met and, of course, you may not be working toward all of these at a given grade level. It is important to keep in mind that our basic aim is to provide students with a beginning mental image of what is involved in the word communication. Only in this way can we avoid the all-too-common situation in which students create their own mental image which turns out to be distorted or inadequate and thus fails to aid them in processing information.

Through experience, the student will gradually add to and modify his or her idea of communication. This will be achieved by applying the concept in increasingly sophisticated ways to a wide variety of subject matter. Thus, the overarching goal is to learn to use this concept as one more tool for making sense out of the world around one.

GOALS OF LESSONS FOCUSING ON COMMUNICATION

Students will:

1. recognize that communication includes not only language and artistic expression, but also appearances and behavior;

2. understand that clear communication involves quality as well as quantity - i.e., we can talk with friends or family members at great length and still miscommunicate;

3. perceive that the increased quantity of communication across national or cultural boundaries does not necessarily lead to understanding and acceptance;

4. gain experience in coping with such barriers to clear communication as

   - cultural differences in behavior and values,
   - misperception,
   - language differences,
   - ethnocentrism,
   - stereotyping;

5. improve skills in writing, speaking, listening, and interpreting non-verbal forms of communication;

6. experiment with various forms of self-expression in writing and art forms;

7. understand that good communication depends on language and thinking skills - including logic and the ability to recognize and analyze alternatives;

8. gain appreciation for the rich spectrum of ways in which humans convey messages to each other;

9. compare human and animal means of communication and cultural similarities and differences in communication.

LESSON: 1 DEMYSTIFYING THE CHINESE LANGUAGE

PURPOSE

This lesson includes a series of discovery projects designed to alleviate the sense of strangeness which people often have in their first encounter with people speaking or writing another language. It focuses on the Chinese written language. The students will have an opportunity to decipher Chinese characters and to theorize about how this communication system may have developed.

AWARENESS

To develop an awareness of the importance of a communication system and of the problems and frustrations involved in the growth of such a communication system. To develop an awareness of Chinese as a working and workable language - not a set of exotic and mystifying symbols and sounds.

OBJECTIVES

Students will:

1. draw inferences about how a certain symbol comes to represent a specific objects, event, or idea;

2. use the Chinese language as a case study to show how langauges may have basic commonalities and yet remain unique.

SUGGESTED TIME

2-3 class periods.

MATERIALS NEEDED

Duplicate a classroom set of each of the following:

"Make up an original pronunciation . . ."
Discovery Project 1
Discovery Project 1 (answer key)
Discovery Project 2
Discovery Project 2 (answer key)

Optional: Appendix I

TEACHING SUGGESTIONS

The origins of a language are very hard to discern. Since the students have always had language, they generally do not perceive their language as an essential, still evolving, tool which man has developed.

Often students, without serious examination, conclude their language is better or much simpler to comprehend than other languages. They sometimes feel that people who speak a different language are, for that reason, very different from themselves and that it would be impossible to achieve mutual understanding.

The exercises and information in this unit are designed to allow students to discover that:

1. different languages have different structures;

2. all languages are designed to communicate information in the present and over time;

3. languages are in a constant state of change; there is an implicit assumption that familiarity with a language will be instrumental in reducing misunderstanding and the sense of strangeness.

DAY ONE

The following introductory exercises are designed to allow students to discover some ideas of how written symbols might have originated and why those symbols differ in various languages. In Activity One, students are requested to develop symbols for objects and ideas. In Activity Two, students deal with the difficulties which might arise when different sounds are used for the same object or idea.

Activity 1: The Origins of a Communication System

1. Ask the class to imagine they do not speak or write any language in common. Given the concept of "river," have them try to communicate this in some way without using words (body language, sounds, and written symbols are all possible alternatives). The teacher should have several volunteers demonstrate their ideas to the rest of the class.

2. Divide the class into small groups of five or six students each. Give each group a word which is a simple concrete object such as "star," "horse," "tree," "table," or "house." Ask them to agree in their small groups upon a written symbol for the object.

   Then, have a representative from each group display its symbols to the members of the class, who will then attempt to guess their meanings.

Activity 2: Sound and Symbol

Hand out copies of the activity "Make up an original pronunciation for each of the symbols below" and ask students to complete the exercise.

After completing the exercise, each group should speak its sentence to the class. Since no noe in the class except those in a particular group will understand the spoken sentence, the group should then write the symbols on the board. This will demonstrate the usefulness of a common written language for communication when different dialects exist. (Because the symbols on page 35 will be used later on in the lesson, this exercise utilizes the ancient Chinese symbols.)

In the case of China, there are some 200-plus dialects scattered over its large land mass. The major ones are Mandarin, Cantonese, Xiang, Wu, Min, and Hakka. Although the first standardization of the Chinese written language occurred over 2,000 years ago, the pronunciation of the characters continues to vary radically from region to region. For example, a native of southern China would not be able to understand the spoken conversation of someone from the

northeastern section (Peking). However, if they were both literate, they would be able to communicate by writing.

Recently, a "National Language" based on the Peking dialect has been designated and is being taught in schools and used throughout the People's Republic of China. See the bibliography for more information on language reform in China.

DAY TWO

DISCOVERY PROJECT EXERCISES

After students have become aware of possible processes for development of symbols and the problems associated with dialects, one or both of the following archaeological exercises can be used. The pictographs in the first two exercises simulate ancient characters from the Shang Dynasty (c. 1500-11 B.C.) oracle bones. These characters recorded divinations made by heating animal bones and tortoise shells over a fire until cracks appeared on them. Predictions were then read from the patterns of the cracks and recorded in writing directly onto the bone or shell. The characters on these bones are the earliest authenticated examples of the Chinese written language and more closely resemble pictures than do modern Chinese characters. (NOTE: The ability of the students to analyze and decipher these new word combinations is not important. What is important is their understanding of the similarity of this exercise and their own earlier efforts in this unit to develop a language.)

Discovery Project 1 (Pages 36 and 37)

Discovery Project 1 consists of a list of characters which students are asked to decipher with the assistance of an accompanying key. Divide the class into groups of five to six students and pass out the characters list and vocabulary key. Have students work out the meanings collectively. Each small group should offer their answers at the end and discuss the reasons for their answers.

Discovery Project 2 (Pages 39, 40, 41, 42)

Discovery Project 2 is a more complex exercise than Project 1. In this longer project, students are asked to figure out character combinations in the context of a story.

SUGGESTIONS FOR FOLLOW-UP TO THE DISCOVERY PROJECT EXERCISES

1. What did you learn about the Chinese language and how does this relate to the earlier exercise on communication and dialects? The discussion might focus around the following issues:

   a. What kinds of difficulties did students have in deciphering characters?

   b. What kinds of techniques did the Chinese use to convey more abstract ideas, e.g. "bright"?

   c. Would the pronunciation make any difference to the meaning of the character?

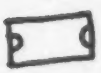
2. Information about the language itself can be deduced from Discovery Project Exercise 2. The teacher might point out that there are no genders, cases, tenses, or participles in Chinese. For example, the pictograph for "see" is the same for "will see," "saw," "had seen," etc. How then, does one figure out the meaning? The answer is that the word order and context are of the utmost importance. If this seems strange to the student, the teacher might point out that the English language has a few words whose context determines their meaning. The word "too" might mean "excessively" or "also," depending on the word order. Or "fish" might mean one fish or many, depending on the context.

ACTIVITIES

1. Assign a written report on alternative forms of communication. The types of systems suggested in Appendix II could be used as a possible subject list.

2. Invite one or more language teachers to explain to the class the basics of the language they teach. Ask for a discussion of the advantages and disadvantages of knowing about and learning a variety

APPENDIX I

SUMERIAN	EGYPTIAN	HITTITE	CHINESE	
				Man
				Sun
				Water
				House
				City
				Ox
				Star

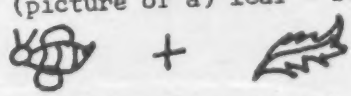
APPENDIX II

If it is desired to expand on the preliminary exercises, a longer discussion of the alternative forms of communication may be needed.

Most likely, various oral and visual forms of communication were used by students in the exercise involving the concept of "river." Other types of systems which students or the teacher might bring up include:

- body language (kinesics)
- semaphores
- Morse code
- deaf-mute language
- Braille
- drum language
- whistling language (Mazateco Indians)
- Trappist monks' gesture language
- smoke signals
- football referee's gestures
- pig latin
- Esperanto/Interlingua
- etc....

In discussing these examples, the teacher can point out that some systems, e.g., Morse code, Braille, etc., are based directly on the English alphabet. Others are based on a correspondence between ideas and symbols. Examples of the latter include pictographs, hieroglyphs, etc. A more complex form of relationships among pictures, symbols, and sounds is the rebus. A rebus is the representation of words by pictures of objects whose names resemble syllables of the intended words. An example of this (based on English phonetics) is: (picture of a) bee + (picture of a) leaf = belief.



In order to test the students' understanding of these relationships, ask them to list as many ways possible to express the idea "sun." (For example, the picture of a sun, the spoken word "sun," then the written form for "sun," then Morse code for "sun," and so on.) The teacher might then put the list of alternative systems of communication on the board and ask the students to explore the various kinds of relationships among sounds, symbols, and meaning.

ACTIVITY 2

Make up an original pronunciation for each of the symbols below:

Idea/Word	Symbol	Pronunciation
Woman		
Plant		
Water		
Tree		
Field		
Person		
Ten		
Rain		
Return		

Using at least three of the above words and their symbols as determined, make up a sentence. Write the pronunciation of your sentence here:

_____

Write your sentence in symbols here:

_____

DISCOVERY PROJECT 1

In recent years archaeologists investigating tombs and sites of ancient cities in China have been increasing their knowlege of the earliest Chinese societies, such as the Shang Dynasty (1511-1128 B.C.) Imagine yourself to be part of a team digging up a tomb in North China. You have studied the characters from Shang Dynasty writings, some of which are shown below. During your digging you find some new tablets. The characters shown on the next page, on these newly found tablets, are not known to you. Using the characters you already know, can you discover the meanings of the new characters?

SUN

DOOR

PERSON

FIELD

ONE

UP

TREE

EYE

CART/CHARIOT

HAND

SHELTER

MOUTH

PLANT

TEN

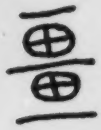
WOMAN

RIVER

WORD/SPEECH

DISCOVERY PROJECT 1 (Continued)

1.

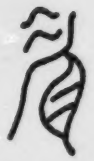
6. 

11.

16.

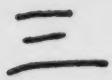
2.

7.

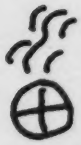
12. 

17.

3.

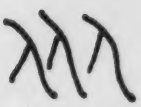
8. 

13.

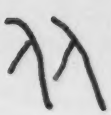
18. 

4.

9.

14. 

19.

5. 

10.

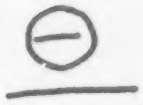
15.

20.

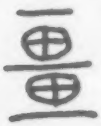
NOTE: Each character combination on this page represents only one word, not a phrase.

DISCOVERY PROJECT 1 -- ANSWER KEY

1. Sunrise



6. Boundary/border



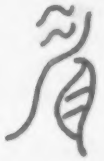
11. Rest

16. Open

2. Locked

7. Disagree

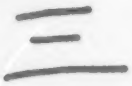
12. Eyebrow



17. Garage/ Storehouse

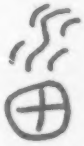
3. Farmer

8. Three



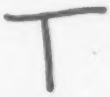
13. Crop

18. Flood

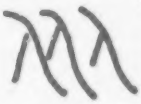


4. Prison(er)

9. Below/down



14. Group



19. Bright

5. Follow/agree

10. Forest

15. Sweep

20. Branch/twig

DISCOVERY PROJECT 2

Many of us picture the archaeologist as a romantic figure, helmet on his head, shovel in hand. There is another side to this image. Finding coins, jewelry, and golden goblets is mixed with trying to decipher and decode what is written on them. Days of digging in the warm sun are contrasted with nights of superspy work, working from the barest clues of a language, trying to discover understandable words. If one is lucky, whole phrases and sentences may come alive. To get a taste of this, try the following exercise. Below you will find several graphs already decoded by an eager beaver junior archaeologist. The remaining graphs, which you need to understand the story, are left for your keen mind and long experience to decipher.

FIELD

ONE

SUN

MALE
MAN

WATER

MOON

FEMALE
WOMAN

EYE

UMBRELLA

SPEECH
WORD

DISEASE

HIGH

PERSON

PLANT

WOOD
TREE

RETURN

REST
PLEASURE

MOUNTAIN

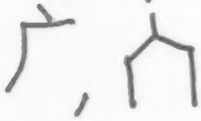
HAND

RAIN

PIG

BIRD

BOAT


SHELTER

VAPOR

DOOR
GATE

HEART

(Grade 9)

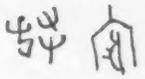
Once there was a who lived near the edge of the Yellow River. Every year, this would plant his according to the and the cycles, making sure his were and secure. Since he was always watching the river banks for the first sign of a , he would have liked to have made them as as the Taihang nearby. Despite the anxiety he often felt in his , he led a happy and life, for the would sing in the , and his hummed as she cleaned the . He felt nothing could his life.

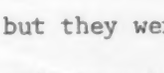
But — day, something happened to make all this seem like a dream. The morning had begun and seemed probable.

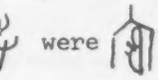
As he hurried about his work, he noticed that his neighbor, Rich Kung, had apparently sent his to the . Kung's came over the hill and approached the farmer's . He her go into his and give something to his . He pondered this unusual occurrence as he watched the hurry back over the paths between the .

He walked slowly, wondering what his could have . When he reached he that his was to keep back in her . He asked her what the matter was. As she continued to sob, she told him that Rich Kung had demanded that she leave her husband and go to live in his as his concubine. Kung had sent over written proof that he had bought out their mortgage and thus could force his will upon them.

The was so furious that at first his mouth could utter no . His mind raced with memories of the days when he had first

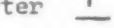
brought his  in marriage. Kung had tried to with her and made himself offensive to them both. Kung's had become white with anger and , and thereafter, though she spoke no to them, spread much malicious gossip about his innocent , seeking to cause between them and others.

Now here was Kung trying to force him to give up his for whom he had paid a dowry, and properly married, with sedan chair and all, all for his selfish . He was dreaming of being able to away with his like in the old tales he'd heard his mother tell, and thinking about sailing away on a down the Yellow River, when took him by surprise and jumped upon him, taking him and his . He tried to free, but they were too many for him. The took them to Kung's  and threw him into the cellar where the sweet potatoes were kept. There in the cold darkness, he could no longer hear the , nor the , for there was no other light than an occasional shaft of light under the .

Days went by, and during fitful intervals of sleep, he dreamt that he and his were  again, and of the near his farm. He days since his capture when a came to get him. Apparently Kung's had caught a that had left her bedridden, and though doctor after doctor had been summoned, no one seemed to be able to cure her. The had told Kung that the knew of a that could cure her, and so Kung, as a last resort, had sent for him.

Kung approached the begging him to cure Kung's sick . The , though at first bitter and reluctant to help Kung, how the suffered and his softened. He said he would go to the

and search for and to make the necessary .

He gathered many different kinds of and ground them together according to a secret formula his father had passed to him long ago. He gave it to Kung's sick and as time went by, the Yin and Yang forces balanced within her body, and she began to get well. After  days she was sitting up. Kung, with flowly freely down his face, gave the his mortgage papers, and many bars of silver and bolts of silk, his to him and apologized and thanked him with many humble words.

Back the couple went, richer than they have ever dreamed, happy to be free and together, but wiser and older than when they'd left.

DISCOVERY PROJECT 2 -- ANSWER KEY

Farmer

East

Crop

Border
Boundaries

Flood

Peaceful

Branch
Twig

Wife

House
Home

Cloud

Cloudy

Snow

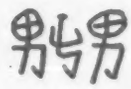
Domestic
servant

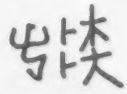
See

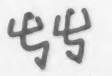
Receive

Fight
Struggle

Tears


Flirt
Dally with


Jealousy


Quarrel

Prison(er)

Locked
Closed

Count

13

Medicine

Root

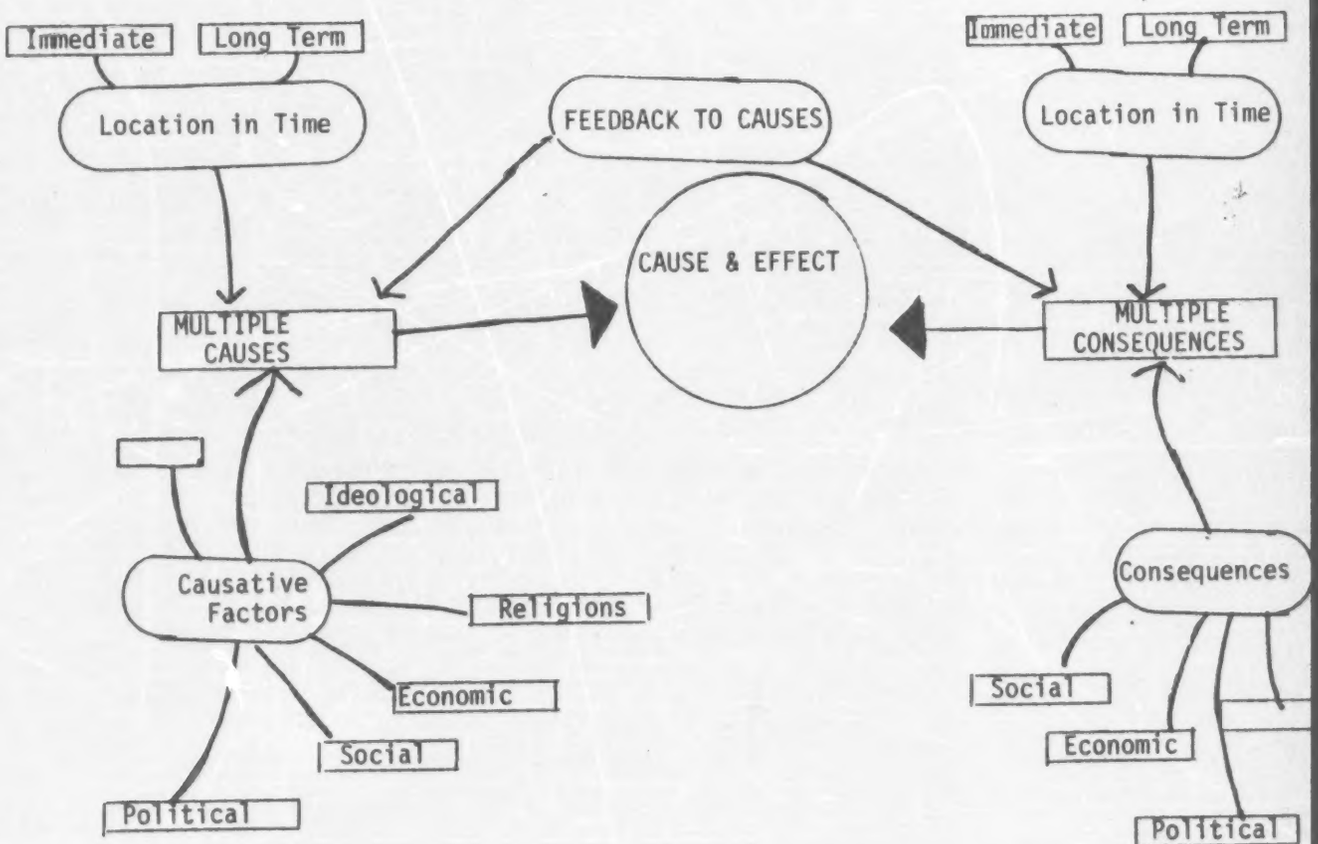
Plants

11

Return

CONCEPT: CAUSE AND EFFECT (of an event)

Part 1 Diagram



CONCEPT: CAUSE AND EFFECT

Part II: Narrative

This concept has two major attributes: Multiple causes and multiple consequences. The concept conveys the idea that most events usually have several (multiple) causes and several (multiple) consequences.

The multiple causes attribute alerts us to think of causes in two ways. On the one hand we can think of the "causative factors." There could be many kinds of causative factors for a particular event. The diagram sets forth several factors that a social scientist or historian might consider. On the other hand, we can think of the causes in terms of their location in time. Some causes may be immediate while others are long-range in nature.

The major attributes "multiple consequences" alerts us to think of consequences in three ways:

1. In terms of their location in time - immediate or long term.
2. In terms of the kinds of consequences that may follow from a particular event.
3. In terms of feedback, that is, in terms of how the consequences of an event may in turn have some impact on the original causative factors. For example, corruption in the Roman Catholic Church helped cause the Reformation. One consequence of the Reformation was an effort to clear away the corruption. Thus a consequence can have an impact on the original causative factors.

Part III: Questions

1. What are (were) the causes of this event? (consider factors)
2. What are (were) the consequences of this event?
3. What were the long-term (immediate) causes - or consequences - of this event?
4. What effect (feedback) do certain consequences have on the causative factors?

INSTRUCTIONAL OBJECTIVES

CONCEPT: CAUSE AND EFFECT

Introduction Phase Objective

After introducing the concept of Cause and Effect, the student will recognize that every event is preceded by a series of causes and results in a series of effects.

Suggested Activities;

- Given a series of materials (reading materials, materials on wars, revolution) have the students group and differentiate the causes and effects.

Mastery Phase Objective

Given an example of Cause and Effect, the student will be able to write two major questions derived from the concept of Cause and Effect. The answers to these questions should provide a knowledge of Cause and Effect.

At the mastery level, the student will be able to diagram the concept of Cause and Effect. The diagram will present the essential features of the concept in an organized fashion.

At the mastery level, the student will be able to demonstrate an awareness of a value of understanding the concept of Cause and Effect.

EVALUATION ITEMS

CONCEPTS: CAUSE AND EFFECT

Evaluation Items for Cause and Effect:

Item 1. Problem solving - Given a list of items, the student is to organize them in terms of Antecedent factors, Action, and Resulting factors.

Antecedent factors	Action	Resulting factors
1.		1.
2.	The	2.
3.	Crusades	3.
4.		4.
5.		5.
6.		6.
		7.

A. Turkish capture of the Holy Land
B. Religious zeal of some Europeans
C. Weakening of feudalism
D. Desire for wealth
E. Increase in power of king
F. Expansion of monetary system
G. Interest in trade
H. Increase in trade
I. Promise of prestige
J. Growth of town in Europe
K. Cultural diffusion
L. Call for help from Pope Urban II
M. Accumulation of wealth

Item 2. Which statement best illustrates the principle of multiple causation of human behavior?

A. To each according to his or her needs
B. Environment and heredity are constantly interacting
C. Geographic differences account for variations in civilizations
D. Wealth and power go together

Item 3. From the list below, select one of the problems facing the U. S. For the problem selected, (a) analyze the problem in terms of its possible causes and its effects on American life, and (b) discuss a course of action for dealing with the problem showing how this action attacks the causes or the effects of the problem.

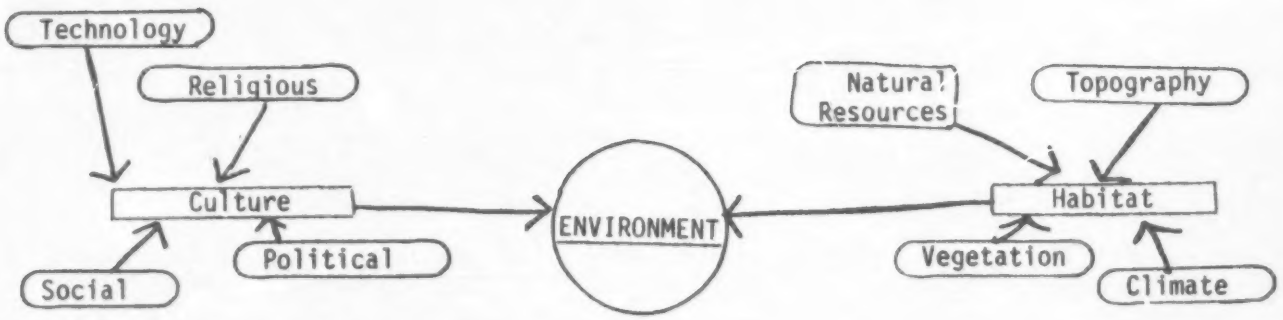
(1) Alienation of youth
(2) Crime
(3) Drug Abuse
(4) Pollution
(5) Poverty
(6) Racial Conflict

Item 4. What are the main differences between causes and effects.

Item 5. Working in groups, the students will brainstorm, label, and diagram essential components of the concept of cause and effect.

CONCEPT: ENVIRONMENT

Part I: Diagram



CONCEPT: ENVIRONMENT PART II: Narrative

The concept of Environment as diagrammed has two major attributes:

1. Habitat or natural Environment
2. Culture or man-made Environment

HABITAT OR NATURAL ENVIRONMENT

The natural features of environment can be classified as follows:

1. Topography
2. Climate
3. Natural Resources
4. Vegetation

Topography features such things as plains, mountains, valleys, islands and other natural land formations and features which may limit man's development. For example, it is difficult or almost impossible to farm on mountains and plains may leave people open to invasions.

Climate, or the average weather conditions over a long period of time in a given area, affects the way people live and work. Desert conditions definitely limit people's work and lifestyle, as does a rainforest climate. People must then learn how to adapt to their climate in many ways.

Natural resources include various types of soil, forests, animals, minerals, and water. Some of these are renewable while others are not. Forests can be replanted but minerals usually cannot be replaced.

Vegetation is a fourth category of natural features that may exist in a habitat, including types of grasses, trees, and other plant growths.

CULTURE OR MAN-MADE ENVIRONMENT

Culture can be classified into the following:

1. political
2. social
3. technology
4. religion

Earliest man traveled in very small groups of family and clan relationships. He was more interested in hunting and gathering than farming and therefore needed little organized governments. However, as time went on, he settled on the land to form farms, communities and towns for protection and help for the land he had. As these grew, more organization was needed which caused the growth of more complex political units, such as states, kingdoms and countries.

Man is said to be a social being and therefore we see his relationships with other people from the simplistic family units to the more complex societies of our present day. His family was his only concern at first but this soon branched out to the tribal relationship and ultimately to his interest in the nation of which he is a part.

CONCEPT: ENVIRONMENT (CONT'D)

Technology is the way in which man chooses to meet his needs by use of tools or other instruments. This has evolved from the simple tools for hunting and gathering, to the more involved tools of agriculture, and finally to the very complex things needed for our industrial society.

Religion is defined as man's way of answering questions of existence and the world around them. He might use a supreme being or beings, spirits, ancestors, or simply a humanistic explanation for all things. These systems, whether simple or complex, are a part of man's way of life.

INSTRUCTIONAL OBJECTIVES

CONCEPT: ENVIRONMENT

Introduction Phase Objective

After introducing the concept of Environment, the student will be able to understand that environment is made up of the physical or natural conditions and the cultural influence.

Suggested Activities:

1. draw a picture of your house
2. map your neighborhood
3. diorama - house and surroundings
4. show and tell demonstrations
5. role playing (Ex. introduce George Washington to your residence - this is where I live and describe the surroundings, etc.)

Mastery Phase Objective

At the mastery phase, the student will be able to show the interrelationship that the topographic features, climatic features, natural resources, and vegetation have on the natural section of the environment.

The student will be able to show how the level of thchnology, social and political division and religions are cultural elements of the environment.

Given an unfamiliar environment, the student will be able to analyze it in terms of the habitat and cultural components.

Given an unfamiliar environment, the student will be able to write two major questions derived from the concept of environment. The answers to these questions should provide a knowledge of that environment.

At the mastery level, the student will be able to demonstrate an awareness of the value of understanding the concept of environment.

EVALUATION ITEMS

CONCEPT: ENVIRONMENT

Evaluation Items for Environment:

Item 1: Given a series of pictures or slides, dealing with a particular environment, the student will make deductions concerning its physical and cultural elements.

Item 2: Working in groups, the students will develop two major questions related to the concept of environment, the answers to which should provide a knowledge of that environment.

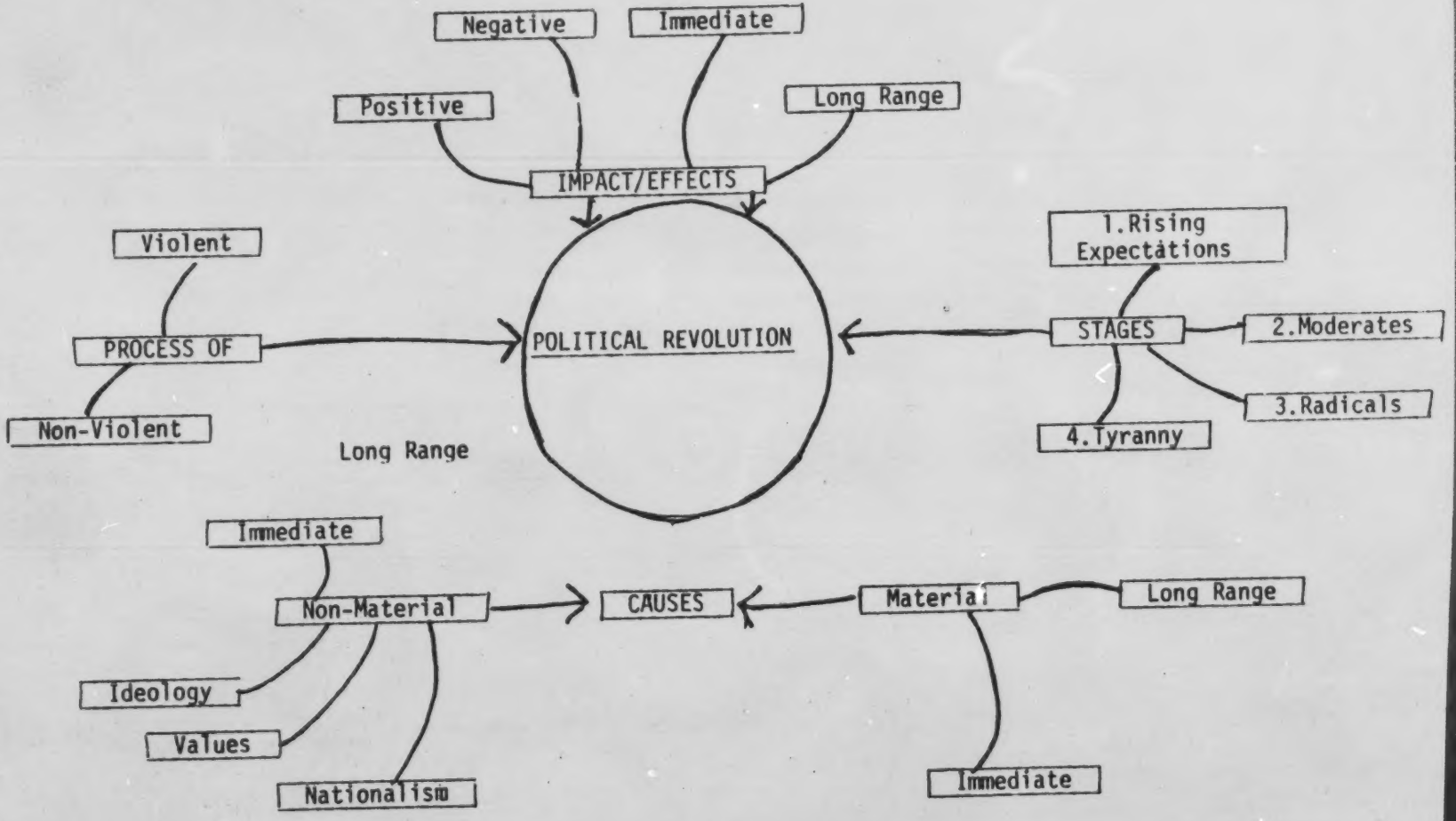
Item 3: Through the process of brain storming, labeling, and diagramming, students working in groups will develop the concept of environment.

Item 4: List 3 out of 5 types of topographic features which are found in the natural part of the environment.

Item 5: "Man will use the natural part of his environment in order to meet his basic needs."

This generalization is derived from which of the following concepts?

a. social division
b. protest
c. habitat
d. scarcity


Negative
Immediate
Positive
Long Range
IMPACT/EFFECTS
Violent
PROCESS OF
Non-Violent
POLITICAL REVOLUTION
Long Range
1.Rising Expectations
STAGES
2.Moderates
3.Radicals
4.Tyranny
Immediate
Non-Material
Ideology
Values
Nationalism
CAUSES
Material
Long Range
Immediate

CONCEPT: POLITICAL REVOLUTION

The concept of political revolution has three major attributes:

1. Causes
2. Process
3. Impact/Effects

A fourth attribute has been diagrammed, called stages. This attribute is included because of the intensive study of Crane Brinton's research of the British, French, American and Russian revolutions. Brinton, like other scientific historians, would not argue that these conditions will always exist whenever and wherever a revolution occurs. However, Brinton does suggest that the probability is high if a revolution occurs in a society similar to those he studied.

CAUSES

A revolution is a type of conflict. Because no political revolution "just happens," a study of the causes is of primary importance to the historian. Causes of political revolutions can be labeled into three general types:

1. material
2. non-material
3. want for POWER

In considering material causes, we have tested long-range aspects - those which have existed over an extended period of time; immediate aspects - those which ignite action; and economic gain by individuals or groups.

In contrast to material causes, non-material causes are listed. Under non-material causes are listed long-range, immediate, values, philosophy, nationalism, and religion.

The third major cause is the want for power or the redistribution of power. Revolutions sometimes occur when one individual or group desired power to influence, change, modify, or in some other way affect the behavior of others.

PROCESS

The second attribute to be considered is the process or direction a political revolution may follow. Political revolutions can either be violent, such as the American Revolution or it can be non-violent. Violence can be in the form of protest, war, an assassination, etc.

IMPACT/EFFECTS

The third major attribute is impact-effects. The impact/effects of political revolutions will be immediate and long-range and positive or negative.

The fourth attribute, stages, has been adapted from Brinton's The Anatomy of Revolution. Scientific historians make deliberate attempts to formulate generalizations which can apply to a large range of trends and events. This group of historians sometimes make very generalized statements which seem to have implications for future events. The following generalizations have been derived by studying the British, American, French, and Russian Revolutions by Brinton which tend to imply possible characteristics of future revolutions.

INSTRUCTIONAL OBJECTIVES

CONCEPT: POLITICAL REVOLUTION

Introduction Phase Objective

After introducing the concept of Political Revolution, the student will recognize the causes and the effects of Political Revolution.

Suggested Activities:

- visual aids - film relating to the revolution and grouping causes and effects of the political revolution
- reading excerpts from sources relating to political revolution and grouping types of causes and effects of political revolution
- role playing - given a role on a 3 x 5 card, the student will role-play the following:

    1. the colonists and the British tax collector
    2. home owner, family, quartering of the Red Coats
    3. Boston Tea Party
    4. Paul Revere's Ride

Mastery Phase Objective

Given an unfamiliar example of Political Revolution, the student will be able to identify 4 major questions of the concept of Political Revolution. The answer to these questions should provide the knowledge of the example of Political Revolution.

At the mastery level, the student will be able to apply Brinton's theory to one of the following revolutions:

a. American
b. French
c. British
d. Russian

At the mastery level the student will be able to diagram the concept of Political Revolution. The diagram will present the essential features of the concept in an organized fashion.

At the mastery level, the student will be able to demonstrate an awareness of the value of understanding the concept of Political Revolution.

- In a revolutionary state, vocal critics emerge who create a myth about the coming of a Utopian society and decry the evils of the existing regime.

- In revolutionary societies, moderate leaders take over after the old regime is overthrown; the moderates are eventually overruled by extremists.

- When extremists take control of the government during a revolution, a reign of terror ensues.

Questions:

1. What are the three major attributes of political revolutions?

2. What are the three major causes of revolutions?

3. Name a positive, negative, immediate, and long-range effect of a specific revolution.

4. What are the four stages of a political revolution which has been adapted from Crane Brinton?

EVALUATION ITEMS

CONCEPTS: POLITICAL REVOLUTION

Evaluation Items for Political Revolution:

Item 1 Which would be most likely to appear in a motion picture dealing with the French Revolution?

a. the release of a man imprisoned under a lettre de cachet
b. a scene in a voting booth
c. a battle featuring armor-clad soldiers
d. a child working in a textile factory

Item 2 Working in groups, the students will brainstorm, label and diagram the essential components of the concept of political revolution.

Item 3 A study of violent revolutionary activities since 1945 would seem to support the generalization that:

a. revolution always maintain the same ruling classes in power
b. all revolutions during this period have been part of the international Communist conspiracy.
c. victorious revolutions are merely puppets of the major world powers
d. governments active in behalf of the people's well-being are less likely to experience a revolution

Item 4 "Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it."

The author of this quotation defends the American Revolution on the grounds that in his view:

a. cultural diversities necessitated the rebellion
b. unjust laws were forced on the colonies
c. mercantilism curtailed the southern economy
d. religious sparatists desired autonomy

Item 5 Revolutionary movements have exerted a strong influence in various parts of the world.

Given specific evidence, show how each of two revolutionary movements have helped to bring about specific changes in one particular nation of the world (a different nation may be used for each revolutionary movement).

Item 6 Which of the following authors had the lease influence on a major revolution?

a. John Locke
b. Jean-Jacque Rosseau
c. Emmanuel Kant
d. Karl Marx

Item 7 (Essay) One generalization concerning political revolutions was developed by Crane Brinton. He believed that political revolutions seemed to evolve through 4 distinct stages:

Stage 1 - rising expectations
Stage 2 - revolution controlled by the moderates
Stage 3 - revolution controlled by the radicals
Stage 4 - evolvement into some form of tyranny

Select two of the following revolutions and show how they either support or refute this generalization.

a. The French Revolution
b. The Glorious Revolution
c. The Russian Revolution
d. The American Revolution

Item 8 A study of the causes of the American Revolution of 1776, the French Revolution of 1789, and the Russian Revolution of 1917 best supports the generalization that revolution is most likely to occur when:

a. those in power are resistant to change
b. a society has a lower standard of living than those around it
c. a society has become industrialized
d. stable governments are in power

RESPONSE FORM

1. Do you feel that the overall format of the Concept unit was appropriate for your grade level?

2. Were the lessons appropriate for the development of each concept?

3. What additional help can the concept's Task Group give you?

4. What successful activity have you developed for students in your class that would be of benefit in developing these concepts.

Your Name Is_____

Your School Is_____

Your Grade Level_____

(Grade 9)

DISCUSSION SKILLS

INTRODUCTION

In our daily lives, few skills are used and abused more than discussion skills. Mastery of discussion skills is vital to success in almost every endeavor in our lives. Few of us, however, have had systematic training in the development of discussion skills and techniques. An examination of various curricula indicates that no plan exists for the sequential development of discussion skills. Too often we have assumed that discussion is an art with which we are born. Productive discussion requires the use of several skills which must be learned in a sequential fashion.

While we as educators must accept most of the blame for this lack of discussion skills development, it is not difficult to determine why this situation has persisted. We have not addressed ourselves to the need for the explicit and systematic teaching of discussion skills throughout the K-12 curriculum. Our study of the process of learning discussion skills indicated that a student's ability to engage in productive discussion is dependent on a variety of social skills and attitudes.

A student's ability to engage successfully in a discussion is dependent upon his ability to cope with emotions, to engage in listening empathically and affectively, and to demonstrate courteous behavior. A student must also possess a self-concept and have a willingness to contribute in order to participate in a productive discussion. Before discussion skills can be introduced, the students needs to develop the social skills needed for human interaction. Much of this work is presently being done on the primary level. By the end of the primary years, the students have begun to develop simple discussion skills and they engage in different types of discussion such as problem-solving and open-ended discussions.

It is the feeling of the Committee, however, that because of the press of other curricula demands, this elementary program of building the necessary social skills along with the systematic development of discussion skills begins to be neglected in the upper elementary grades and, for the most part, on the junior high levels. Yet, interestingly enough, teachers on the senior high level expect the student to have acquired the needed skills prior to the tenth grade.

This basically is the situation which faced our committee. Knowing full well that successful discussion requires mastery of both social as well as discussion skills, the Committee, nevertheless, decided to begin our task with what seemed to be the more manageable - the naming and describing of only those skills which we felt were the most basic to discussion and which could be developed systematically for K-12. Our list of discussion skills is not intended to be a comprehensive list; it is merely a beginning. We recognize that later it will be necessary to identify, describe and sequence the learning of social skills throughout the K-12 curriculum. That task awaits us.

Our present report includes the identification and description of eight basic discussion skills and their subskills. The identification and description of these skills was no easy task and some teachers may disagree with our choices. We will undoubtedly add certain skills as we implement the discussion skills aspect of the curriculum. In the meantime, we have suggested classroom activities which might be used to develop each of these skills, and we have made suggestions for evaluation items and techniques. In no way are these activities intended

to replace the teacher's imagination or creativity. Instead, we hope these suggestions will serve to stimulate new ideas and approaches. We will frequently consult with you as you develop more ideas and materials for teaching discussion skills. An S.O.S. form to be used to exchange suggestions, criticisms, and pleas for help is included at the end of this packet.

* Grade at which skill is introduced
--Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

SKILL BUILDING SEQUENCE — GRADE LEVEL

	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Getting acquainted and establishing trust	*	--	--	--	--	--	--	--	--	--	--	--	--
2. Organizing for action	*	--	--	--	--	--	/						
a. Maintaining order within a group.								*	--	--	/		
b. Introduced to roles of initiator, clarifier, summarizer, evaluator, contributor & recorder.											*	--	/
c. Introduced to roles of encourager & harmonizer													
3. Contributing to the discussion													
a. Recognizing the value of contribution	*	--	--	--	--	--	--	--	--	/			
b. Taking the responsibility to contribute	*	--	--	--	--	--	--	--	--	--	--	--	--
c. Responding to other contributions	*	--	--	--	--	--	--	--	--	--	--	--	--
1) Verbal	*	--	--	--	--	--	--	--	--	--	--	--	--
2) Non-verbal	*	--	--	--	--	--	--	--	--	--	--	--	--
4. Active listening	*	--	--	--	--	--	/						
a. Listening for a specific purpose					*	--	--	--	--	/			
b. Listening to perceive differences of opinion and areas of agreement					*	--	--	--	--	/			
c. Listening carefully to be able to paraphrase what someone else has stated								*	--	--	--	--	--
d. Listening to distinguish between fact and opinion											*	--	--
e. Listening carefully to be able to summarize what someone else has stated													
5. Learning to co-operate	*	--	--	--	--	--	--	--	--	--	--	--	--

Skill Building Sequence (continued)

	K	1	2	3	4	5	6	7	8	9	10	11
6. Setting clear goals												
a. Recognizing the issues								*	--	--	--	-- /
1) Stating the issue								*	--	--	--	-- /
2) Identifying the types of issues								*	--	--	--	-- /
(a) Moral of value issues								*	--	--	--	-- /
(b) Issues of definition								*	--	--	--	-- /
(c) Issues of fact and explanation								*	--	--	--	-- /
(d) Legal issues								*	--	--	--	-- /
(e) Disagreement over frame of reference												
b. Recognizing the types of discussion								*	--	/		
1) Simple recitation								*	--	/		
2) Inductive questioning								*	--	/		
3) Open-ended questioning								*	--	/		
4) Problem solving									*	--	/	
5) Debate												
c. Recognizing the purposes of discussion								*	--	/		
1) To solve problems								*	--	/		
2) To air one's opinion								*	--	/		
3) To find out what others think								*	--	/		
4) To clarify one's point of view								*	--	/		
5) To re-evaluate one's point of view								*	--	/		
6) To gain feelings of acceptance & belonging								*	--	/		
7) To persuade												
7. Discussion with a direction											*	-- /
a. Being sensitive to other's responses											*	-- /
b. Stating the issue over which there is disagreement											*	-- /
c. Pursuing the issues systematically												

Skill Building Sequence (continued)

	K	1	2	3	4	5	6	7	8	9	10	11	12
7. d. Making explicit transitional statements											*	--	/
e. Recognizing the relevance of statements to the issue											*	--	/
f. Thinking on two levels											*	--	/
1) "Taking a stand" and defending it											*	--	/
2) Being aware of the discussion process and student's role in it													
8. Arriving at a conclusion													
a. Reaching a majority opinion	*	--	--	/									
b. Recognizing the four types of conclusions								*	--	--	--	--	/
c. Reaching a consensus											*	--	/

Eight Basic Skills and Their Importance in Discussion

1. Getting acquainted and establishing trust

In order for a group to function well, it is important for all members to get acquainted and establish trust so that each person feels comfortable with that group.

2. Organizing for action

Maintaining order within a group is a basic skill that needs constant attention and reinforcement. Initially, the process is teacher-directed. As the students become proficient in this skill, they should be encouraged to become self-directing in small groups at first, aiming at total class involvement and self-direction.

Hopefully by grade seven, the students have had experience with the various roles necessary for having a good discussion and would now be ready to recognize and to perform these functions:

INITIATOR - gets the discussion underway, helps the group organize itself, keeps the group moving steadily toward its goal

CONTRIBUTOR - offers facts, opinions and experiences which might aid the group in solving the problem

CLARIFIER - raises questions about contributions that are unclear, asks for definitions of vague or ambiguous terms, requests additional information

SUMMARIZER - points out the relationships between contributions, summarizes where the group stands on an issue (then checks with the group to make sure he is accurate)

EVALUATOR - shows the group how well they are moving toward accomplishing their goal, points out problems they are having in working together

RECORDER - keeps a record of the main points of the discussion, writes down the group product if it is to be submitted to the teacher, helps refresh the group's memory about what has been covered in a discussion

By grade ten, the more sophisticated roles of encourager and harmonizer may be introduced.

ENCOURAGER - tries to get all members of the group to contribute by showing interest in what they say, praising their contributions, being friendly

HARMONIZER - helps to relieve tension and settle disputes between other members, helps the group work out its disagreements, suggests compromises.

3. Contributing to the discussion

a. Recognizing the value of all contributions

Group members need to learn that in trying to arrive at an answer to a question they must elicit contributions from every member and consider all contributions carefully.

b. Taking the responsibility to contribute

The student must individually decide what knowledge he wishes to contribute and when he wishes to contribute it. The pieces of information come from the student's own store of knowledge.

c. Responding to other contributions

(1) Verbal

Students must become aware of what others are saying and react to those contributions. Keeping to the point is essential for good discussion. The results of the discussion should be a combination of ideas - a group product.

(2) Non-verbal

Whenever two or more people interact, they send and receive messages, both verbally and nonverbally. Our non-verbal behavior may be as communicative as our verbal behavior.

4. Active listening

a. Listening for a specific purpose

b. Listening to be able to perceive differences in opinion and to perceive areas of agreement

c. Listening carefully to be able to paraphrase what someone else has stated

Before a student can constructively contribute to another's comments, he must thoroughly understand the other's position. Therefore, it is important that the student learn to restate what was said before he responds to it.

d. Listening to distinguish between fact and opinion

e. Listening carefully to be able to summarize what someone else has stated

If a discussion is to progress toward a meaningful conclusion, the participants need to be able to discuss and digest only the salient points. The student needs to learn to make a statement of the main points of the substance of the discussion.

5. Learning to cooperate

Members of classroom groups need to be encouraged to work with one another, instead of against one another, in accomplishing their goals. In group discussion, co-operation consists of drawing others out instead of arguing with them, sharing information, and assembling all contributions into a group product.

6. Setting clear goals

A. Recognizing the issues

(1) Stating the issues

One of the first challenges of discussion is to sort out how many different things are being said about the topic. There is a need to identify the points of agreement and disagreement. This allows the participants to focus on the topics and to pursue them systematically. To state issues clearly, it is useful to translate into questions the main positions or opinions that the participants have. Students should be able to state clearly what the main issue of the discussion is. Prior to seventh grade, the committee feels the teacher takes the responsibility for stating the issue.

(2) Identifying the types of issues

(a) Moral or value issues - "goodness or badness" based on certain moral principles. Where there are two conflicting values in a discussion, one must be violated regardless of which policy stand is taken. An effective way to point this out is through the use of familiar situations similar to the situation being discussed. Use of familiar situations forces the discussant to do two things:

1 - See that there are at least two competing values.

2 - Show why we may uphold a value in one situation and yet reject the same value in a similar situation.

(b) Issues of definition - a "labeling problem"

1 - Deciding which examples should or should not be classified under a controversial label ("Communist")

2 - Selecting general criteria in a definition

a. Stipulation - simply agreeing to use a word consistently in a specific way

b. Use of an authoritative source - a dictionary

(c) Issues of fact and explanation - disagreements about the descriptions or explanation of events. For example, "Man is a warlike animal" might be viewed by one person as being a fact while another might see it as being opinion.

(d) Legal issues - usually a combination of value, definitional and factual questions. The first issue in a legal question is whether or not a particular action can be classified as falling under an existing law. It then becomes a question of defining whether the act in question is covered by an existing law. Application of the law usually carries with it a sense of fairness. Concepts such as fairness, impartiality, and avoidance of cruel and unjust punishments are clearly value judgements.

(e) Disagreement over frame of reference - the way different people look at the world. The way people come to see the issues in a case is determined by their frame of reference, the most important values and beliefs that influence how they look at the world. For example, the proposed building of a new school might be viewed quite differently by a school child, a teacher, a taxpayer and a custodian.

B. Recognizing the types of discussions

For discussion to be successful, all members must know at all times what the goal of their interaction is. There are several types of discussion. Most types may be used on the elementary level, even if they are not specifically named. However, at the junior high level, the student should be aware of, and be able to identify, the five basic types of discussion. These are:

(1) Simple recitation - student answers questions asked by teacher and other students.

(2) Inductive questioning - student develop an idea as the result of careful, organized questioning by the teacher.

(3) Open-ended questions - encouraging the students to think and to value their own ideas as well as the ideas of others - no right or wrong answers.

(4) Problem solving - attempting to reach student consensus, not just sharing ideas.

(5) Debate - a structured exchange of two opposing sets of ideas, carried on under a set of rules.

C. Recognizing purposes of discussion

In addition, there are many purposes for discussion. The teacher may find it desirable to make the purpose of the discussion clear at the beginning. Hopefully during the junior high years, the student should understand and be able to interpret the seven basic purposes of discussion:

(1) to solve problems

(2) to air one's opinion

(3) to find out what others think

(4) to clarify one's point of view

(5) to re-evaluate one's point of view

(6) to gain feelings of acceptance and belonging

(7) to persuade

7. Discussing with direction

An effort to produce clarity in a "disciplined discussion" depends upon factors such as listening, responding to the issue, and trying to keep on the track.

A. Being sensitive to other's responses - developing sensitivity to what others are saying. The student should be able to recognize sensitive and insensitive conversation.

B. Stating the issue over which there is disagreement - this is necessary when the participants throw in too many opinions and there is much disagreement. The student needs to develop the ability to summarize the nature of the issue over which there is disagreement - this provides focus and direction for the discussion. A good way to do this is by stating the issue in question form.

C. Pursuing the issues systematically and with some degree of continuity - sticking with the issue long enough to deal with its problems thoroughly.

D. Making explicit transitional statements - making explicit the changes of transitions of the issues in a discussion.

When someone chooses to change the issue under consideration, he must make an explicit transitional statement, explaining why a change of issue at that point would move the discussion forward.

E. Recognizing the relevance of statements to the issue - determining whether or not a particular statement is related to the issue under consideration.

Challenging the relevance of a statement is a way of pressing toward greater continuity - systematically focusing on one issue at a time.

F. Thinking on two levels - discussant thinks on two levels at the same time:

Level #1 - He has to "take a stand" and think of reasons to defend it.

Level #2 - He has to be aware of the "discussion process" itself and his role or roles in it. For example, Am I responding to others' contributions? Am I actively listening? Am I sticking to the topic?

8. Arriving at a Conclusion

Not all types of discussion result in a group product; it depends on the purpose of the discussion. The four types of conclusions are:

a. Open-ended - each member comes to an individual conclusion in his own mind.

b. Authoritarian decision - a power figure imposes his conclusion on the whole group.

c. Majority-minority opinion - a group product which reflects the best to which all members can contribute.

d. Concensus - when the group arrives at a decision to which all group members can concur or support.

Table of Contents - Activities and Evaluations

for

Grade 9

		Page #
I.	Getting Acquainted and Establishing Trust.....	D-13
II.	Organizing for Action.....	D-14
III.	Contributing to the Discussion.....	D-16
IV.	Active Listening.....	D-19
V.	Learning to Co-operate.....	D-24
VI.	Setting Clear Goals.....	D-24
VII.	Discussion With a Direction.....	D-28
VIII.	Arriving at a Conclusion.....	D-29

I. Getting Acquainted and Establishing Trust

Activity 9

The teacher should assemble the following materials:

1. sheets of paper - one for each student
2. string and scissors
3. felt tipped pens

Procedure:

1. Distribute materials and ask each student to make a sign by doing one of the following: (allow 5 minutes)
   a. draw animal which best represents himself
   b. list adjectives which best describe himself
   c. draw a picture of himself
2. Ask each student to wear his sign
3. Each student walks around room - silently observing other pictures (5 minutes)
4. After 5 minutes they are allowed to ask questions about the signs.
5. After returning to his seat, each student is asked to say one thing he or she learned about someone else from looking at his sign.

Structured Experiences for Human Relations Training Vol. III, Pfeiffer and Jones, University Associates, LaJolla, California, 1974, pages 3-5.

Activity 9

The teacher distributes group conversation starter sheets and pencils. Students fill out their sheets individually. Participants should share experiences rather than opinions. The group then sits in a circle and shares information on the sheet. The teacher should encourage them to recognize similarities.

Group Conversation-Discussion Starters

1. Other people usually...
2. What I do best is...
3. Anybody will work hard if...
4. People think of me as...
5. When I let go...
6. School can be...
7. Nothing is so frustrating as...
8. People who run things should be...
9. I miss...
10. The things I like about myself are...
11. There are times when I...
12. I would like to be...

13. When I have something to say...
14. As a child I...
15. The person I liked best was a person who...
16. It is fun to...
17. It is very easy for me to...
18. Ten years from now, I...

Activity 9

Divide class into pairs. Instruct each pair to find out as much as possible about each other in about twenty minutes. Have each partner introduce the other to the class.

Structural Experiences for Human Relations Training, Vol. II, pg. 4.

Activity 9

Divide the group into an inner circle and an outer circle. Have one circle move around so each person spends a few minutes getting acquainted with each person in the other circle. Give the students a particular assignment such as:

1. How would you spend $50
2. "My favorite and least favorite foods"...

Activity 9

Divide students into groups of two. Blindfold one member. Other member must lead partner around room or school.

Evaluation Items

After the group has had a chance to perform, the class as a group can discuss:

1. What questions did you use which helped you to get acquainted?
2. What attitudes do you feel are most conducive to getting acquainted?
3. How did your reactions influence your interviewer?
4. How did your feelings change toward your partner from the beginning of the interview to the end?

II. Organizing for Action

Activity 9

Pre-Activity Instruction - the teacher will carefully explain the function of each of the following roles: initiator, clarifier, summarizer, and evaluator.

1. Initiator

   a. helps start discussion
   b. organizes group

c. introduces new ideas
d. raises new questions

2. Clarifier

a. asks for additional information
b. requests definition of vague terms
c. raises questions about previous contributions

3. Summarizer

a. brings group up to date on their progress
b. indicates where they stand on the issue
c. points out areas of agreement and disagreement

4. Evaluator

a. keeps group posted on how well they are attaining their goals
b. points out weaknesses in process

The teacher will also need to prepare cards labeled "Contributor" for each of the other memebers of the class.

Activity

The teacher presents the class with a controversial issue and distributes cards which indicate the following roles:

1. initiator
2. clarifier
3. summarizer
4. evaluator
5. contributor - most of class
6. recorder

The students are instructed not to tell anyone the role to which they have been assigned; they are to reveal it through their behavior during the discussion. After the discussion, the class tries to guess who was playing each role.

Learning Discussion Skills Through Games by Gene Stanford and Barbara Dodds Stanford, Citation Press, New York 1969, pg. 42.

Evaluation Items

Repeat the above procedure with a new topic. Have each group member write down the names of persons who they think have been assigned each role.

1. Initiator
2. Clarifier
3. Summarizer
4. Evaluator

Variation - tape the discussion and play it back to evaluate the roles.

Activity

Students are seated in a circle with the teacher standing outside the groups. Only the following directions are to be given:

> "You are to calculate the average height in feet and inches of the members of this group. If a member does not know his exact height, he may give an estimate. The group must agree on the answer and appoint someone to submit it to the teacher."

The teacher then steps away and does not talk to the group until the problem is solved. This activity can be started with small groups working toward larger groups. The game can be repeated using variations in the problem.

> Learning Discussion Skills Through Games by Gene Stanford and Barbara Dodds Stanford, Citation Press, New York, 1969, pg. 22.

Evaluation Item

At the conclusion of the activity, the class should discuss the following questions:

1. What slowed the group down?
2. What problems did it have in organizing?
3. Did anyone take over leadership?
4. Is this good or bad?
5. Was a leader needed?
6. What responsibility did each member have?
7. How could the group solve the problem faster next time?

III. Contributing to the Discussion

A. Recognizing the value of all contributions

Activity 9

1. Unlimited number of players - maximum of 30
2. Time - approximately 30 minutes.
3. Materials - 3 large pictures mounted on oak tag or heavy cardboard. Cut each picture into a jigsaw puzzle of 10 pieces.
4. Procedure - divide the class into 3 groups. Each member of a group takes a piece of a puzzle from a centrally located container. Without talking, they are to cooperate in assembling the puzzles in the shortest time possible.

Evaluation

If the puzzle is completed, the teacher can be certain that some kind of co-operation took place. The degree to which each member contributes may vary.

B. Taking the responsibility to contribute.

Activity 9

1. Unlimited number of players - typical class size
2. Time - class period
3. Procedure - the teacher announces that the class will take part in an open-ended discussion. The purpose of the game is to win the most points. The teacher divides the group into two parts. For the first contribution, a team gets 2 points; for every subsequent contribution from an individual the team gets one point. At the end of the discussion, limited by time, the team with the most points wins. Any team which has total involvement, gets a bonus of 10 points.

Evaluation

The committee believes that success at performing this activity indicates the students are beginning to master this skill. If both teams earn bonus points for total involvement, the teacher can assume that the skill is understood.

Replay the game for evaluation.

C. Responding to other contributions

1. Verbal

Activity 9

Have one group act out the following dialogue. The class has to listen and pick out which people went off the subject. For discussion purposes, a copy of the dialogue should be available for each student.

Dialogue

Question to be discussed: Should talking be unlimited in study hall?

Billy: It would help me to understand my math if Joey could explain our homework assignments to me. Joey understands math. When I ask permission to talk, the teacher gives us only two minutes. Joey needs more than two minutes to explain to me and I need him to watch me do the first problem. This takes at least 10 minutes. After all, study hall is supposed to help us get our work done.

Sue: If you would listen during math class, you wouldn't need any help.

Mary: Billy's right. When I was absent, I needed Martha to help me on our social studies project, but we couldn't talk longer than two minutes.

Jean: When people talk in study hall, it disturbs me.

Sue: Billy never pays attention in any class. If he talks in study hall, he'll just fool around.

Robert: Don't forget Mrs. Jones has the job of keeping our study hall orderly. She can't give everyone permission to talk all the time.

Billy: If I talk quietly and don't bother anyone, why would it upset Mrs. Jones' study hall?

Sue: You just don't like Mrs. Jones, Billy. You haven't liked her since she sent you to the rear of the cafeteria line!

Jean: I only have one study hall a week and our room is too crowded for me not to hear you.

Mary: Maybe we could ask Mrs. Jones if those that need to talk could work in the back of the room quietly and those people who need silence could work in the front of the room.

Sue: If you're going to ask for this, why not ask if we can eat candy in study hall too.

Billy: Mrs. Jones won't let us eat candy anywhere.

Jean: Mrs. Jones always helps me with my homework. You shouldn't say bad things about her, Billy Smith!

Billy: Well, all the teachers like you.

Sue: The teachers would like you, too, if you wouldn't get into trouble all the time.

The bell rings.

Evaluation Item

One example of teacher evaluation would be a multiple choice test based upon a dialogue. Using the above dialogue, answer these questions:

1. Who tried to bring the discussion back to the topic?
   a. Billy b. Sue c. Mary

2. Who suggested a means of compromising?
   a. Billy b. Jean c. Mary

3. Who is speaking when the conversation completely goes off the subject never to return?
   a. Mary b. Sue c. Jean

2. Non-Verbal

Activity 9

Prior to the discussion the teacher selects five students privately to be actors. He instructs the students to perform a specific non-verbal gesture during the discussion. For example:

a. shaking the head in disagreement
b. nodding the head in agreement
c. smiling at each contribution
d. pencil tapping
e. chair rocking
f. etc.

The actors are further instructed to take note of how their behavior influences the discussion of other students.

Following the discussion, the teacher tells the class that certain members were acting. He then invites the class to try to guess who the actors were and to comment on how their actions affected the discussion.

IV. Active Listening

A. Listening for a specific purpose - (this skill should have been mastered by grade 6).

B. Listening to perceive differences in opinion and to perceive areas of agreement.

Activity 9

1. Class size - unlimited
2. Time - 20-30 minutes
3. Procedure - the teacher introduces two opposing points of view. (Stands on political issues would be good.) Let one student give each viewpoint. Students then list ways in which the two positions are different.

Evaluation

The following accounts could be taped and played to the class.

Following the first playing of the tape, the students should answer the following questions:

1. How are these two accounts alike?
2. How are they different?

3. Why do you think that they are different?
4. Who do you think wrote the first account? The second account?
5. Why?
6. Which account do you think is more accurate? Why?
7. Which author supports his statements with facts? Gives specific examples?
8. Read other accounts on the treatment of slaves, and writes a paragraph in your own words about how the slaves were treated. How do your conclusions compare with the accounts written by the two authors above?

Account I -

All colonies had regulations to govern the slaves' behavior. These regulations were called Slave Codes. The purpose of the codes was to control the slaves in order to keep them from starting rebellions. The codes in colonies where there were large numbers of slaves were generally more severe than the codes in colonies where there were fewer slaves.

Under the slave codes, blacks were not allowed to own property or weapons. They could not buy or sell goods, or leave the plantation without permission of their master. In towns and cities, blacks were required to be off the street by a specified hour each night. A slave could not testify in court against a white person. A slave who was charged with a crime against a white person was therefore unable to defend himself. Any slave who violated the laws was likely to be severely punished, perhaps even by death.

Slaves in the south were not allowed to marry. Sometimes they were not even allowed to choose their own mates. Children could be separated from their parents when the parents or the children were sold to the new owners. Some children born to slave mothers had white fathers. These children were classified as slaves.

Account II -

Slave treatment. While there were some incidents involving the abusing of slaves, public opinion and state law generally assured the slaves of good treatment. Plantation owners usually cautioned their overseers against using brutal practices. Naturally, there were some abuses on large plantations, especially when the owners did not live on them. Most people, however, favored kind treatment of slaves.

The courts were especially watchful in the interest of the slaves. In 1818 the state supreme court freed two slaves who had been sold... by a resident of Indiana. Also, a...white man was sentenced to hang for murdering a slave in 1821.

A planter usually took a keen interest in his slaves, attending to both their spiritual and their physical needs. It was the planter

who ordinarily assumed the responsibility for the souls of his slaves. Sometimes "Sunday Schools" were held on the plantation by the planter's wife, and the Negro slaves usually attended their master's church, where they sat in a "slave gallery."

C. Listening carefully to be able to paraphrase what someone else has stated.

Activity 9

1. Group size - unlimited
2. Time - 30-45 minutes or longer
3. Procedure:
   a. Teacher explains that class is to discuss a controversial topic
   b. Rules - one student will give his opinion. When he finishes, another student may volunteer to respond only after he has successfully restated what the first speaker said. He may not give his opinion; he may say only how he disagrees or agrees with the first speaker. After speaker number 2 is finished, speaker number 3 must restate what he said and speaker number 3 may respond only to speaker number 2's comments. He may not add his own opinion.
   c. Continue until every class member has had a chance to contribute.

Activity 9

1. Group size - unlimited
2. Time - 1-2 class periods
3. Procedure:
   a. Teacher explains that class is to discuss a controversial topic.
   b. Rules - student number 1 makes a statement on the topic. Student number 2 must paraphrase what student number 1 said before he may respond to student number 1. Student number 3 paraphrases student number 2 before he gives his opinion about what number 2 has said.

Evaluation Item

For evaluation, we recommend the discussion be taped and that the class andwer these questions after listening to the tape.

1. Did you notice any times when a member ignored the previous contributions and presented a new idea?
2. What is likely to be the cause of failing to respond to previous ideas (not listening carefully, not trying to see relationships, or being too concerned with one's own new idea)?

D. Listening to distinguish between fact and opinion

Activity 9

The teacher reads each of the following four dialogues and the students

determine through discussion whether the dialogues are based on fact or opinion.

1. Tom: Do you remember when the United States came into World War II?

   Dick: Wasn't it after Germany invaded Russia in the fall of 1941?

   Harry: No, it was after some big sneak attack in the Pacific. We went to war first against the Japanese.

   Tom: Oh, sure, it was Pearl Harbor. Where is that?

   Dick: In Hawaii.

   Harry: When was Pearl Harbor Day?

   Tom: December 7, 1941.

   Dick: Then that must be when we went to war.

---

2. Joe: We just have to get the gangs and criminals off the street.

   Jill: What makes you think there are so many gangs on the street?

   Joe: Look at all these racial demonstrations. They're nothing but gangs of hoodlums.

   Jill: That's nonsense. They're oppressed minorities looking for equal treatment under the law.

   Joe: They're gangs.

   Jill: You mean they're the same as people who roam the streets stealing cars and committing vandalism?

   Joe: No, but they have the same effect. They scare the poor little guy who just wants to be left alone.

   Jill: Well, let's treat your two "gangs" as two different groups. We'll call one "civil rights gangs" and the other "outlaw" gangs.

   Joe: That's all right with me, and I'm against both.

   Jill: Now you tell me why you're against civil rights "gangs."

---

3. Al: We've simply got to increase our aid to poor people or we're going to end up with riots and all kinds of social unrest.

Herb: But handouts aren't any solution to the problem. We have to change our attitudes toward them.

Al: You mean you're against helping poor people?

Herb: No. It's just that they have to be given the opportunity to attain self-respect, and the dole is not the way to do it.

Al: Well, of all the arrogant, selfish attitudes! Jack, what do you do with someone who has no feeling of compassion for poor people?

Jack: Well, it's probably that Herb has never been poor himself.

Al: That's right.

---

4. Joe: Cincinnatus and Homer were started at the same time.

Fred: What do you mean? Homer was the first township to be settled.

Joe: Are you sure? I thought they were both among the early townships in Cortland County.

Fred: That's true. Let's look up the settling date of both Homer and Cincinnatus to be sure.

Evaluation Item

1. Class size - unlimited
2. Time - 15 minutes
3. Procedure:
   a. teacher distributes fact or opinion answer sheets to each student. (Answer sheet is a plain sheet numbered from 1 to 8.)
   b. teacher then reads letter (students do not have a copy - they are listening).
   c. as teacher re-reads letter, students determine by listening whether or not each statement is a fact or opinion. They then write fact or opinion after the appropriate number on their answer sheet.

Dear Brother Ephraim,

Your letter came by the mail-stage today. (1). I'm glad you've sold the home place, now that father and mother have gone. (2). I'm happier still that you and Elizabeth have decided at last to leave

New Hampshire and try our western country.

(3). Your route to Albany is best by way of Springfield, Massachusetts. From there to Schenectady you'll take either Mr. Beal's or Mr. Hudson's stage, though I recommend Mr. Beal's and a stop overnight at his fine tavern in Schenectady. (4). A dirtier city on God's footstool you never saw. (5). There is a new college there, Union College.

At Canajoharie I want you to walk along the towpath of the Inland Lock and Navigation Company's canal there for two reasons. (6). First, because you'll see God's handiwork as you never saw it before. What river and what giant waterfall cut through those rocks and left those vast pot-holes high above the canal and the Mohawk which flows there today. Also, I want you to see Inland Lock and Navigation Company's canal. (7). Twenty-five hundred feet of it was cut through solid rock.

(8). Ephraim, the land development is God's miracle worked before our eyes and you're coming just in time to partake of it!

Your brother,

Eliphalet Stark

New York State: Our Cultural Heritage, Lawrence J. Pauline, Cambridge Book Company, New York, 1971. pp. 134-135.

V. Learning to Co-operate

Activity 9

1. Three people in a group.
2. Materials - scissors, glue, construction paper.
3. Purpose - to construct a house using these materials. Each group member owns one of the materials and is the only person to ever to use it.
4. Completion of the house and group discussion of problems as a follow-up activity provide a form of evaluation.

VI. Setting Clear Goals

A. Recognizing the Issues

*Note to the Teacher - for additional information you may want to refer to Taking A Stand, by Oliver and Newman.

Activity 9

Pre-activity instruction - The teacher should use the lecture method to present to the students the imporances of stating the issues and the various types of issues such as:

1. moral or value issues
2. issues of definition
3. issues of fact and explanation
4. legal issues
5. issue disagreements over frame of reference

The purpose of this instruction is to acquaint the student with the fact that there are different types of issues. The teacher should make every effort to identify the different types of issues as they arise in class discussion.

Activity

The teacher may want to use the dialogues listed under the next skill - Recognizing Types of Disucssion - for the purpose of identifying the various types of issues.

B. Recognizing Types of Discussion

Activity 9

The teacher should use the lecture method to present to the students the various types of discussion. (You may want to refer to Learning Discussion Skills Through Games, by Gene Stanford and Barbara Dodds Stanford, pp. 10-12.)

Types of discussion:

1. Simple recitation
2. Inductive questioning
3. Open-ended questioning
4. Problem solving
5. Debate (not introduced until 8th grade)

   *Note to the Teacher - the committee does not expect formal debate to take place in eighth grade, however, we do feel that they can participate in a structured discussion using the rudiments of parliamentary procedure.

   We encourage cooperation with the English Department in this area.

Evaluation Item

The student should read each of the following dialogues. He should be able to identify each of the various types of discussion.

a. simple recitation
b. debate
c. problem-solving
d. open-ended
e. inductive questioning.

Teacher: We are now ready to begin study of the chapter in our textbook entitled, "Two Revolutions that Threatened the Old Order," which was your assigned reading for today and tomorrow. But since in this course we have not yet considered seriously the meaning of revolution,

Bob: We should understand revolutions better.

Teacher: What do you mean by understand?

Bob: I mean what we have meant all year by the term. To understand a statement means to see its relatedness to other statements - like facts to theories and theories to facts - and also to have an idea as to the use to which the statement can be put outside of the school.

Joe: Yes, but to carry it further - to understand a concept like revolution means to be able to identify specific cases that have occurred and to describe the characteristics of a specific case so that if you encounter a new instance you will know how to classify it. If you know that a new happening is a revolution, you should be able to predict or forecast the results of behaving toward it in a given way.

Mary: I would think the best way to define revolution is to say they are what communists start.

Teacher: Do you think people like Thomas Jefferson, John Adams, Patrick Henry, and Thomas Paine were communists?

Teacher: Today we are going to discuss opposite sides of an issue. The rules of courtesy will hold during the discussion. The topic is "Resolved: That Capitol Punishment Should Be Carried Out Against Convicted Murderers."

Joe: My team says it is alright for the state to punish someone by killing him.

Mary: My team says it is wrong for anyone, including the state, to kill anyone for any reason.

Teacher: How did the attitude of the Iroquois toward land ownership differ from that of the white settler?

Tom: The white settler believed that he could buy and sell land; but the Iroquois believed that the land was the property of the whole tribe.

Mary: The Iroquois believed also that the land was the gift of the Gods and that it was there for the use of everyone. An Iroquois could no more think of selling his land than he could think of selling the air.

Teacher: Very good! We seem to understand the idea.

Bob: Next week is Mrs. Smith's birthday and we, as a class, should give her a party. How should we go about it?

Sue: Let's pass around a sign-up sheet and have people sign up what they will bring.

Beth: How will we know that we won't end up with two hundred paper plates and nothing to put on them?

Sue: Maybe a couple of us could make a list of what we will need for the party and then people could sign up for which of those items they could bring.

Teacher: Today we want to come up with as many ideas as possible why it is a good idea to spend tax money for space exploration. I'll write them on the board as you give them to me.

Hank: We should explore the space because we might find needed raw materials on one of the nearby planets.

Joe: Don't forget, if the world's population keeps growing, we may need to find a place for colonization to get rid of some of our excess people.

Lisa: I think it is good for people to explore the unknown because it keeps them interested in the future.

Ron: Maybe we will find life in outer space.

Hank: Maybe those aliens will be far enough advanced that they will have answers for some of our problems.

Joe: I know that I want to be able to travel in space myself in a few years and I want them to be able to have regular space travel.

C. Recognizing the purposes of discussion

Activity 9

The teacher should use the lecture method to present to the students the various purposes of discussion. (You may want to refer to Learning Discussion Skills Through Games by Gene Stanford and Barbara Dodds Stanford, pp. 15-16.

The purposes of discussion:

1. to solve problems
2. to air one's opinion
3. to find out what others think
4. to clarify one's point of view
5. to re-evaluate one's point of view
6. to gain feelings of acceptance and belonging.

Evaluation Item

After presenting the purposes of a discussion, the teacher may give this matching quiz as a quick evaluation technique.

1. A student tries to get his test grade changed.
2. Three people work together on a crossword puzzle.
3. A man writes a letter to the editor.
4. A group of teens use the same phrases, "rip off," "cool," and "grass."
5. After talking with the juvenile officer, a group understands the need for a curfew law.
6. Three girls talk about a singing groups' new record.
7. After saying he didn't like Jaws, a boy gives his reasons.

a. to solve problems
b. to air one's opinion
c. to find out what others think
d. to clarify one's point of view
e. to re-evaluate one's point of view
f. to gain feelings of acceptance and belonging
g. to persuade.

VII. Discussion With Direction (not introduced until 10th grade)

*Note to the Teacher - please refer to the Teacher's Role section. (p. D-30).

VIII. Arriving at a Conclusion

A. Reaching a majority opinion

Activity 9

The group is presented with a problem. For example, "Imagine you are cast ashore on a desert island with nothing but a belt. What can be done with a belt? You may use your imagination to come up with any ideas." A secretary records the ideas. At the end of a pre-determined period of time, the group stops coming up with new ideas and begins discussing which of the ideas is best.

Variation - two groups might have worked to come up with two separate lists of ideas. The groups might then combine to discuss which of their ideas is best.

Structured Experiences for Human Relations Training, Vol. III, University Associates, LaJolla, California, 1974, page 14.

Evaluation Item

Pass out a check sheet to every student.

1. Were your ideas included in your group's list? _____
2. Do you agree with the group's list? _____
3. Did you contribute? _____
4. Do you think your group could ever have reached a single conclusion? Why or why not? _____
5. What do you think are the biggest problems a group has in reaching a conclusion? _____

B. Recognizing the four types of conclusions.

Activity 9

The teacher is encouraged to present in a lecture the various ways in which a discussion may be brought to a conclusion. The following is a list of means concluding a discussion:

1. Open-ended
2. Authoritarian decision
3. Majority-minority vote
4. Consensus - when the group arrives at a decision that all members of the group can agree with or can support

Evaluation Item

After lecturing on the various types of conclusions, the teacher could pass out sheets of examples of conclusions to have the student identify the various types. Examples:

1. You are talking and not listening to each other. If you can't work together, we will stop this discussion and go on to our map work.
2. The results of our vote are as follows: twenty-four of you want the unit test on Monday, six of you want the test on Friday, and four of you don't care. Our test will be on Monday.
3. Then we are all agreed that it is necessary to have rules for team play.
4. Because the bell is about to ring, let's end this discussion.
5. We now have a board full of reasons why roads were important to the development of civilization.

C. Reaching a concensus

*Note to the Teacher - although this skill is not formally introduced until grade ten, it is the most desirable discussion conclusion. Students in earlier grades, however, may exhibit the ability to reach a concensus. Whenever this occurs, the term concensus should be introduced.

Teacher's Role

The teacher's role in conducting a discussion is an extremely important one for which few of us have been adequately trained. Not only is the teacher responsible for teaching the students the skills necessary for discussion but he or she must be skilled in discussion.

Prior to a discussion the teacher must establish an atmosphere that fosters an open interchange of ideas. This can be done through room arrangement (informal, so that students can see other, with the teacher as a member of the group), teacher attitude, and activities designed to promote group feeling.

Good questioning is the key to success in any discussion. The teacher's role is to foster honest expression of opinion, probe for reasoning behind opinions, encourage students to comment on and challenge each others reasoning, and pose questions that focus on the issues being discussed. For example in a problem solving discussion the teacher might ask some of the following questions:

1. What are the best reasons for and against various courses of action? Why are these the best courses?

2. What is the principle underlying the proposed decision?

3. Is the recommended action consistent with the student's ideals?

It is the committee's hope that the following suggestions and explanations will prove useful to the teacher as they attempt the dual responsibility of teaching themselves discussion skills at the same time they are attempting to pass this knowledge on to their students.

Eight Basic Discussion Skills

1. Getting acquainted and establishing trust

   The teacher must himself display an attitude of trust. If the teacher displays an attitude of tolerance and acceptance toward student responses, stduents will soon learn to treat each other in the same manner.

2. Organizing for action

   A. Maintaining order within the group

      At the beginning group organization is teacher directed. Together with the group he or she sets up rules for discussion, clarifies the subject of the discussion and serves to keep the discussion going. The teacher should encourage students to develop a good concept of what discussion involves, establishing a good feeling for the rules, listening, taking turns, and keeping to the point.

B. Introduction to the roles taken by the members of a discussion group.

It is the responsibility of the junior-senior high teacher to present to the student the various roles played by the members of a discussion group. In grade seven the students are introduced to the roles of initiator, clarifier, summarizer, evaluator, contributor and recorder. The remaining roles of encourager and harmonizer will be introduced in grade ten.

INITIATOR - gets the discussion under way, helps the group organize itself, keeps the group moving steadily toward its goal;

CONTRIBUTOR - offers facts, opinions and experiences which might aid the group in solving the problem;

CLARIFIER - raises questions about contributions that are unclear, asks for definitions of vague or ambiguous terms, requests additional information;

SUMMARIZER - points out the relationships between contributions, summarizes where the group stands on an issue (then checks with the group to make sure he is accurate);

EVALUATOR - shows the group how well they are moving toward accomplishing their goal, points out problems they are having in working together;

RECORDER - keeps a record of the main points of the discussion, writes down the group product if it is to be submitted to the teacher, helps refresh the group's memory about what has been covered in a discussion;

ENCOURAGER - tries to get all members of the group to contribute by showing interest in what they say, praising their contributions, being friendly;

HARMONIZER - helps to relieve tension and settle disputes between other mebmers, helps the group work out its disagreements, suggests compromises.

The students should be made aware that one person may assume several roles during a discussion. The teacher should then encourage the students to use each of these roles in their class discussions. It may be helpful to stop the discussion at times to enable the students to identify the roles which have been assumed and to recognize how their use has affected the discussion.

3. <u>Contributing to the discussion</u>

A. Recognizing the value of all contributions

B. Taking the responsibility to contribute

During the class discussion the teacher should observe the work

of the group carefully, and note the following:

1. How did the group pattern their contributions?

2. Was order kept and how?

3. What means were used to encourage the more reluctant members to contribute?

The teacher should not always feel that it is necessary to step in if the group is slow in starting. The pressure of silence may encourage people to contribute. If you find after observing several discussions that certain students dominate the discussion and others sit silently you may find it helpful to place contributing members in one group and non-contributing members in another. This may encourage the silent members to stop relying on the contributors and prompt them to contribute.

C. Responding to other contributions

1. Verbal

If the teacher feels a student's contribution does not relate to the discussion he may wish to interrupt and ask that student to explain how his or her statement relates to previous contributions.

2. Nonverbal

Students should be made aware that some behaviors facilitate while other retard discussion. The committee realizes that as a part of the primary reading and language arts program much emphasis is placed on this skill. However, it is the opinion of the committee that this skill is progressively neglected in the upper grades. We recommend that teachers make students aware of certain actions that can encourage discussion (smiling, nodding, establishing eye contact, sitting complacently, etc.) and that other actions hinder discussion (tapping, yawning, fidgeting, etc.).

The students should be cautioned that the signal may not always be perceived the way that it was meant to be. For example, a yawn may be interpreted as boredom when it is merely a sign of fatigue. A teacher may want to note that some classroom behaviors such as giggling, horseplay, etc. may indicate that the student is feeling threatened by the discussion.

The teacher should encouarge the student to recognize that certain body positions have a language of their own. For example, when a student wishes to contribute to the discussion, he will frequently raise his head and lean forward slightly. Secondly, folded arms and downcast eyes may indicate disapproval, boredom, fear of being called upon, complete lack of interest, or merely the fact that the child does not understand the dicussion and is ashamed to admit it. When a student sits up, looks at the leader expectantly while gathering his materials, these are signals that the student needs a break.

4. Active listening

5. Learning to co-operate

6. Setting clear goals

As a student gains discussion skills, he will increase his ability to recognize issues, types of discussion, and the purposes of discussion. Prior to seventh grade it is mainly the teacher's responsibility to see that each discussion has a clear goal.

Classroom discussion will take one of the following five forms:

1) simple recitation
2) inductive questioning
3) open-ended questioning
4) problem solving
5) debate

With the exception of debate, we expect the students to be able to participate in each of these forms but recognition of the terms is not necessary until seventh grade.

The teacher's role will vary depending on the type of discussion used.

Type of Discussion	Teacher's Role
1. Simple recitation	1. Asks questions
2. Inductive questioning	2. Carefully plans sequence of questions to help students arrive at a concept.
3. Open-ended discussion	3. Provides initial focus for discussion, accepts all responses, and refrains from evaluation while encouraging clarification when necessary.
4. Problem solving	4. Reminds students of purpose of discussion, points out similarities and differences among points of view, and charts information to be used for purposes of comparison and contrast.
5. Debate	5. Teaches format of proper debate and acts as resource person in helping students find information

The teacher should keep in mind the following purposes of discussion:

1. to solve problems
2. to air one's opinion
3. to find out what others think
4. to clarify one's point of view
5. to re-evaluate one's point of view
6. to gain feelings of acceptance and belonging
7. to persuade

Beginning in tenth grade and continuing through twelfth grade the teacher is responsible for reinforcing the student's ability to recognize issues, types of discussion and the purposes of discussion.

7. Discussing with direction

In most cases it is the teacher's responsibility to guide the direction of a discussion prior to the tenth grade. The teacher must recognize and encourage the following to take place during classroom discussions:

a. being sensistive to other's responses

b. stating the issue over which there is disagreement

c. pursuing issues systematically

d. making explicit transitional statements

e. recognizing the relevance of statements to the issue

f. two level thinking - making pertinent contributions and assuming a role in the discussion

In the beginning the teacher may find it necessary to verbally step in to direct the discussion. However, we hope that as time goes on and the students become more proficient, the teacher will take less of an active role.

8. Arriving at a conclusion

The simplest type of conclusion is the majority opinion. Although the teacher and students may feel uncomfortable with open-ended conclusions, because of our conditioning in expecting an answer, this type of conclusion is useful in encouraging student to air their personal opinions. Because the authoritarian conclusion stifles open discussion, this is the type lease recommended. Consensus is the hardest conclusion to achieve. The teacher and the students must learn to become aware of those persons who disagree with the majority. They must be specifically alert for dissenters who are ignored, especially the quieter members who disagree but do not state their opposition vociferously.

BIBLIOGRAPHY

Chapin, June R. and Richard E. Gross, Teaching Social Studies Skills, Little, Brown, and Company, Boston, 1973

Fast, Julius, Body Language, Pocket Books, New York, 1970

Hedde, Wilhelmina G., William Norwood Bregana, and Victor M. Powell, Patterns in Communication, J.B. Lippincott Company, Philadelphia, 1973

Keller, Clair W., Involving Students in the New Social Studies, Little, Brown, and Company, Boston, 1972

Oliver, Donald W., and Fred M. Newman, Taking A Stand, Xerox Educations Publications, 1967

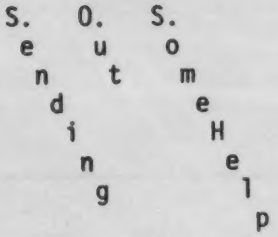
Pauline, Lawrence J., New York State: Our Cultural Heritage, Cambridge Book Company, New York, 1971

Pfeiffer, J. William and John E. Jones, A Handbook of Structured Experiences for Human Relations Training, University Associates Publishers and Consultants, Volumes I, II, III, 1973

Potter, David and Martin P. Anderson, Discussion: A Guide To Effective Practice, Wadsworth Publishing Company, Inc., Belmont, California, 1970

Stanford, Gene and Barbara Dodds Stanford, Learning Discussion Skills Through Games, Citation Press, New York, 1969

Stanford, Gene and Albert E. Roark, Human Interaction in Education, Allyn and Bacon, Inc., Boston, 1974



INTRODUCTORY STATEMENT - Response Forms

In order to continue to develop, correct, and improve the Discussion Skills Packet (D.S.P.) and keep open the very necessary lines for your suggestions and possible appeals for assistance we have developed this form to be used by the classroom teacher.

If, after having read and/or used the D.S.P. you have any constructive suggestions to aid us all in the continuing development of this packet, please fill in the section provided. We all need help (the committee more than others).

If you have had success in the use of the D.S.P. please fill in the section provided. Way to Go. Who Loves You Baby.

If you have had an unpleasant experience in using the D.S.P., please take two aspirin and fill in the section provided. Excedrin Headache #26.

If you have any activities or evaluations that you have developed in your classroom that may be of use to your fellow educators, please fill in the section provided. Show off!

And please, if you are having any difficulty in using or understanding this Discussion Skills Packet, do not push it aside. Let us know how we can be of help to you for this is also the function of the committee and we will not leave you hanging (too long). As you will note, there is a section on this form for an answer (hopefully) from the committee or at least a reply to let you know someone out there cares.

If you have no need of this sheet, congratulations, and please pass it on to someone less fortunate.

RESPONSE FORM #1

Teacher's Name _____

School _____

I. Where do we need help? (excluding the obvious answer) Please fill in your constructive suggestions in the following areas.

A. Skills

Did we miss any? Any problems with ours? Don't forget to check the flow chart.

_____

_____

B. Activities

What's happening? Is your room still in one piece? Any students missing? How's your headache?

_____

_____

_____

C. Evaluation

Does it evaluate? Is it right on? Did you check the flow chart?

II. Way to go! We told you it would work. Please tell us the areas or activities that worked well for your class or classes or classi, whatever.

_____

_____

_____

_____

III. Excedrin Headache #26. Sit down and tell us all about it. Bet you didn't check your flow chart or maybe your gas tank. Remember we still love you.

_____

_____

_____

_____

_____

_____

IV. Show and Tell time. We would appreciate your experience and knowledge in areas you have succeeded and we have missed. Tell it like it is!

V. Help! Tell us what the problem is and if Dear Abby can't handle it we will light a candle for you. Tell us what the specific problem area is if you know, if you don't know, ask your neighbor.

VI. Committee's Reply

If this doesn't work, punt, play your trump, or move to a cave.

(Grade 9)

RESPONSE FORM #2

The information we need from you for assistance and continued improvement is the following:

I. SKILLS

1. Which skill(s) were you working with from the ones suggested in the Discussion Skills Packet? (D.S.P.)

2. What activity(ies) suggested in the D.S.P. did you use in connection with that skill?

3. Were there any skills needed as a prerequisite but not mastered at this grade level which impeded the successof that activity(ies)?

4. Was the activity(ies) suggested in the D.S.P. used by you successfully?

5. Why do you feel the activity(ies) were successful?

6. Did the activity(ies) suggested in the D.S.P. and used by you prove unsuccessful?

7. Why do you feel the activity(ies) may not have succeeded?

8. May we have any constructive suggestions of yours on this particular skill and activity?

9. For that matter, may we have any constructive suggestions on any part of the D.S.P. such as misplaced skills (check flow chart= misplaced activities, etc.

10. What successful activities have you developed in your class for the students which we have overlooked and can be of benefit to us all?

Your Name _____

Your School _____

Subject area. Skill(s) and Activities used.

240

_____

_____

RESPONSE FORM #3

II. EVALUATION

1. If the acitvity(ies) in the D.S.P. had an evaluation did you use it?

2. Was the evaluation(s) useful in connection with the activity(ies)?

3. Did the evaluation(s) prove not to be useful for the activity(ies)?

4. Why do you feel it was not useful?

5. If the activity(ies) used from the D.S.P. did not have an evaluation, did you use your own?

6. What was your evaluation?

7. Did your evaluation prove successful and useful?

8. May we have your constructive suggestions on the evaluation of the activity(ies) or any others in the D.S.P.?

Your Name _____

Your School _____

Subject area. Skill(s) and Activity(ies) used.

_____

VALUES & MORAL REASONING

Introduction

The development of moral values is unique in the Social Studies skills development in that the process is entirely individual, and that progress in the clarification (realization) of one's set of values cannot be taught in the usual sense of the word. I.e., a student cannot be taught a value, but rather he or she will (1) come to a realization of what his personal values are, and (2) become cognizant of and receptive to the values of others and thereby enlarge his own value structure.

Historically, values education has been a part of the curriculum in one form or another whether it be in show-and-tell sessions, or in class meetings in which rule infractions or classroom problems are discussed. For years teachers have been charged with the task of developing honesty, good citizenship, patriotism and the other values held common in our society. The thrust of this segment of our Guide is to assist the teacher in developing a systematic approach to values education by formulating a program of values education and by providing models appropriate for the students at each grade level.

There are a number of important factors that should be kept in mind by the teacher. First, the teacher provides the model, but not the answers. Secondly, valuing is a continuous process and is best achieved by a step-by-step process at the levels familiar to the student. It is, therefore, necessary that teachers use the models assigned to their grade level so that sequential exposure may be achieved.

Thirdly, children develop and clarify their values at different rates and, as with other goals of the Curriculum Project, no grade level will be responsible for the final completion of a set of values. The task of the teacher is to provide experiences for promoting moral development within his/her own grade level.

The Project has utilized three techniques for promoting moral development and/or the clarification values. These three techniques are described under Skill Description in the following pages of this Guide. If further assistance or instruction in the "how to" of implementing valuing is needed, two audio-visual teaching aids are available; "A Strategy For Teaching Values" (Guidance Associates), and a more extensive study, "Teacher Training in Values Education - A Workshop" (also produced by Guidance Associates.) These aids are available through the Social Studies Office at Cortland Jr.-Sr. High School.

In order to make Values Education an effective and continuing process, a <u>minimum</u> of four dilemmas should be used each year, making sure to utilize both the Moral Reasoning and the Values Analysis strategies. The Values Clarification strategy should be used whenever appropriate.

Finally, it should be noted that the development of values is <u>closely</u> associated with the development of Discussion Skills, and the information contained in the Discussion Skills section should be reviewed and implemented before a values lesson is initiated.

Values and Moral Reasoning

Skill Description

Three techniques are to be used in the development of values and moral reasoning in our Social Studies Program. They have been implemented in the curriculum workshops and are briefly described herein.

(1) Moral Reasoning Strategy - The strategy is based on Kohlberg's stages of moral reasoning in the development of Values Education.

KOHLBERG STAGE DESCRIPTION

Level One: Pre-Conventional

At this level an individual's moral reasoning results from the consequences of actions (punishment, reward, exchange of favors) and from the physical power of those in positions of authority.

Stage One: Decisions result from a blind obedience to power, an attempt to avoid punishment, or an attempt to seek rewards.

Stage Two: Decisions result from a desire to satisfy one's own needs and occasionally the needs of others. Individuals view reciprocity as a matter of "you scratch my back and I'll scratch yours." Reasoning involves little consideration of loyalty, gratitude, or justice.

Level Two: Conventional

At this level an individual's moral reasoning involves consideration of the interest of others (family and peers) and a desire to maintain, respect, support, and justify the existing social order.

Stage Three: Decisions result from a desire to please and help others and receive their approval in return. Behavior is frequently judged by intention - "he means well" becomes important for the first time.

Stage Four: Decisions result from a desire to maintain the existing authority, rules, and social order. Right behavior consists of doing one's duty.

Level Three: Post-Conventional

At this level an individual's moral reasoning incorporates moral values and principles which have validity and application beyond the authority of groups. Moral reasoning becomes more comprehensive and reflects universal principles.

Stage Five: Decisions result from recognition of an individual's rights within a society which has a social contract.

As a result, the individual's reasoning emphasizes the "legal point of view," but with an emphasis upon the possibility of changing laws.

Stage Six: Decisions result from an obligation to universal ethical principles which apply to all mankind. The universal principles of justice, reciprocity and equality of human rights, and respect for the dignity of human beings as individuals serve as a basis for individual reasoning.

(2) The Values Analysis Strategy - This approach is based on Dewey's Reflective Morality Process and is concerned with the process by which a student makes moral decisions. The strategy forces the student to examine many alternative decisions before he/she actually is allowed to make their own decision concerning a moral dilemma. This process is excellent training for making real life decisions. The goal of this approach is to develop sophistication in the decision making process.

(3) Values Clarification[1]

The values-clarification approach tries to help young people answer some of these questions and build their own value system. It is not a new approach. There have always been parents, teacher, and other educators who have sought ways to help young people think through values issues for themselves, and they have done this in many ways.

However, the values-clarification approach is more systematic and more widely applicable. Unlike other theoretical approaches to values, it is not concerned with the content of people's values, but the process of valuing. The focus is on how people come to hold certain beliefs and establish certain behavior.

Valuing is composed of seven sub-processes:

PRIZING one's beliefs and behaviors
1. prizing and cherishing
2. publicly affirming, when appropriate

CHOOSING one's beliefs and behaviors
3. choosing from alternatives
4. choosing after consideration of consequences
5. choosing freely

ACTING on one's beliefs
6. acting
7. acting with a pattern, consistency and repetition

Thus, the values-clarification approach does not aim to instill any particular set of values. Rather, the goal of the values-clarification approach is to help students utilize the above seven processes of valuing in their own lives; to apply these valuing processes to already formed beliefs and behavior patterns and to those still emerging.

[1]Adapted from Simon, Sidney, et.al. Values Clarification A Handbook of Practical Strategies For Teachers and Students, Hart Publishing Co., Inc. New York, NY, 1972, pp. 18-20.

To accomplish this, the teacher uses approaches which help students become aware of the beliefs and behaviors they prize and would be willing to stand up for in and out of the classroom. He uses materials and methods which encourage students to consider alternative modes of thinking and acting. Students learn to weigh the pros and cons and the consequences of the various alternatives. The teacher also helps the students to consider whether their actions match their stated beliefs and if not, how to bring the two into closer harmony. Finally, he tries to give students options, in and out of class; for only when students begin to make their own choices and evaluate the consequences, do they develop their own values.

Similarities and Differences Among Approaches of Moral Development, Values Analysis & Values Clarification

Similarities:

All are concerned with increasing personal awareness of the valuing process

All are concerned with helping people cope with their values, resolve conflicts and live better lives.

Moral development and values analysis are both concerned with the reasoning process.

All approaches are concerned with increasing the adequacy of students' thinking and promoting consistency between judgements and actions.

Differences:

Moral Development vs. Values Analysis

In Moral Development the first step is to make a decision - hopefully with a division in the group and then to debate the decision. This will require the students to justify their reasoning and, in turn, will promote moral development through six stages of development. Discussions in this strategy will concern only moral issues.

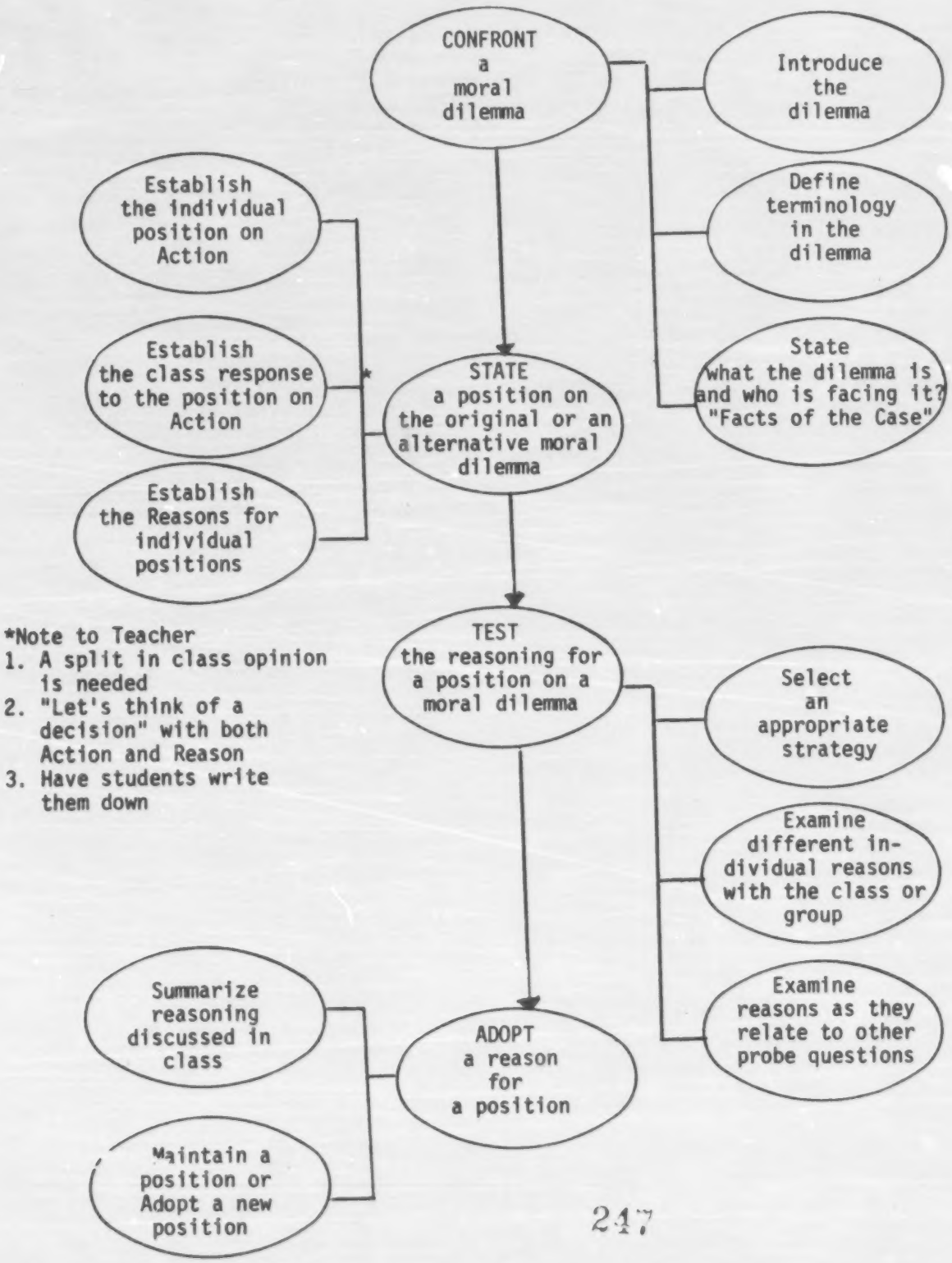
Values Analysis encourages considering all the alternatives and consequences in a step-by-step, scientific approach prior to making a decision. It is designed to encourage logical thinking, and discussions may also include social issues.

Moral Development vs. Values Clarification

These approaches differ in their thinking about values. Kohlberg feels that, in a pluralistic society, students need to develop increasingly adequate ways of thinking to resolve conflicts, whereas Simon's theory is based upon a feeling that values are personal and relative to a stiuation.

Moral Development	Values Clarification
1. Deals with only moral issues	1. Deals with moral and non-moral issues
2. "Should" questions	2. "Would" questions
3. Must justify reasoning to increase development	3. Don't have to justify reasoning
4. Goal is to clarify and develop problem solving skills	4. Goal is to help students to know themselves, communicate and build a sense of community.

DIAGRAM OF THE TEACHING PROCESS
FOR TEACHING A MORAL DILEMMA - MORAL REASONING


CONFRONT a moral dilemma
Introduce the dilemma
Define terminology in the dilemma
State what the dilemma is and who is facing it? "Facts of the Case"
Establish the individual position on Action
Establish the class response to the position on Action
Establish the Reasons for individual positions
STATE a position on the original or an alternative moral dilemma
*Note to Teacher
1. A split in class opinion is needed
2. "Let's think of a decision" with both Action and Reason
3. Have students write them down
TEST the reasoning for a position on a moral dilemma
Select an appropriate strategy
Examine different individual reasons with the class or group
Examine reasons as they relate to other probe questions
Summarize reasoning discussed in class
Maintain a position or Adopt a new position
ADOPT a reason for a position

STEP 1 Confronting a moral dilemma

Step 1 consists of three activities. First, the teacher presents the dilemma to the students by having them read the dilemma silently or aloud. Second, the teacher helps students to clarify the meaning of any terms or words which are used in the dilemma and which some students may not understand. Finally, the teacher helps students to confront the moral aspects of the dilemma by asking them to state the moral issue which the dilemma raises.

STEP 2 Stating a position on the original or alternative dilemmas.

In this step, the teacher ascertains the division within the class about what the major protagonist in the dilemma ought to do. Each dilemma ends with a question such as this one: Should Fritz let the prisoners escape? In order to teach for cognitive moral development, the members of the class must divide over the answer to this question. Some teachers ask students to indicate their feelings by holding up their hands while they shut their eyes so that the votes of others will not influence them. Other teachers ask several students to express their opinions and the reasons for their opinions and then ask for a vote either openly or in private. If at least a third of the students in the class elect each position, the teacher moves immediately to Step 3, skipping the alternative dilemmas.

If at least a third of the members of the class do not line up on each side of the issue, the teacher introduces an alternative dilemma from the lesson plan to establish a division among the students. One set of alternative dilemmas has been designed in case the class agrees that the protagonist SHOULD take a particular course of action. Another set should be used if the class agrees that the protagonist SHOULD NOT take a particular course of action. The teacher should make sure that the students understand the terms used in an alternative dilemma and that they see the moral issue involved. Then the teacher should determine how the class divides on the issue, and proceed to Step 3.

STEP 3 Testing the reasoning for a position on a moral dilemma.

Next, the teacher begins to help students test their reasoning by choosing an appropriate method of class deployment. All four methods of class deployment promote maximum student-to-student interaction. During the testing stage, students examine, analyze, and compare their own reasons with reasons offered by other students. The teacher keeps the attention of the class focused on reasoning rather than on what a protagonist should do. Probe questions provided in the lesson plan help students to examine their reasoning in a variety of circumstances. The deployment strategies are:

Strategy A

Divide the class into groups of five to eight students. Each group should consist of individuals who agree about the appropriate action on a dilemma. Have the members of each group work out a list of reasons for holding their position. After the groups have worked for ten to fifteen minutes on this initial task,

have each one select three reasons which reflect the best reasoning for their position on the moral dilemma and arrange these in priority. You should move from group to group, helping each group develop its list of reasons. Ask the recorder from each group to report on the final list of "best" reasons. Since you will have several groups working on listing reasons for opposing positions on the moral dilemma, a general class discussion focused on moral reasoning should follow reports from the groups. Encourage students to challenge one another's reasoning and to help focus the dialogue on why individuals believe one reason is more appropriate than another. The discussion will often focus on two or three conflicting reasons. If the general class discussion becomes too repetitive or loses momentum, use a probe question or an alternative dilemma to refocus the discussion or to check the consistency of those students arguing a particular position. Ask students who indicated they were undecided or students who are not active in the discussion to summarize the dialogue or offer their opinion of the discussion.

Strategy B

Organize the class into small groups with each group including members who do not agree about the action of the dilemma. Ask the members of each mixed group to discuss their positions and the reasons for their positions in order to produce a list containing the two best reasons on each side of the issue. One of the objectives of this strategy is to have students discuss the dilemma from each position on action with the task of the group focused on reasoning rather than on the initial position. A general class discussion should follow group reports of discussion. With this strategy you may find it helpful to have groups record their best reasons on the chalkboard so that everyone can see different ways of thinking about the dilemma.

Strategy C

Ask all students in the class to write out three reasons why they hold the particular position that they do on the dilemma. Choose four students to debate, two from each position on the dilemma. Let the debate begin among the four protagonists. After they have debated a few minutes, invite four additional students, two from each position, to enter the debate in order to add additional reasons for the position on the dilemma. Encouarge the debate to continue for a few minutes. During the debate ask the students not in the debate to summarize or paraphrase the reasoning used in the debate. Also encourage students listening to the debate to question members in the debate and to interject reasons which they have written down but the debaters have not used. The debate format provides a method for verbally listing a series of reasons. You may decide to continue the class in several ways:

1) If the debate among the eight students and the involvement of the rest of the class seems productive, you can continue the debate.
2) You can establish four debating groups in the class and give each group the task of determining the best reasons for a proposed action.
3) You can establish four groups and give them the task of summarizing the reasons offered during the debate and decide which reasons seemed most appropriate.
4) You could guide the debate format into a general class discussion focused around the probe questions.

Strategy D

After determining a class division on action, divide the class into groups of five to eight students whose members agree about the appropriate action on a dilemma. Have members of each group develop a list of reasons for holding their position. The teacher should move from group to group helping students to complete this task. Give each group from ten to fifteen minutes to develop its reasons. Each student should write down the reasons listed in the group.

Reorganize the groups so that half of a group holding one position exchanges places with half of a group which stated an opposing position on action. Have the members of the new groups complete the following tasks:

1) Report the reasons developed in the previous discussion to the other half of the group.
2) Discuss the reasons. Each half of the new group should challenge the reasons offered by the other half and ask questions about why they think these reasons are good ones.
3) Each half of the new group should then meet for from three to five minutes to decide which reason the other half offered is the best one.
4) The groups should report their decision to the class with specific emphasis on why each sub-group selected a particular reason which others had offered.

You may want to prepare a group task sheet which explains the small group task for this strategy. Allow sufficient time for the groups to complete the tasks. Use probe questions with the entire class if any time remains after all groups have reported.

STEP 4 Adopting a reason for a position.

During the final stage of the teaching process the teacher helps students to summarize the reasoning discussed during the class period. The teacher aids the students to either affirm their original postiion using more adequate reasoning, or to adopt a new position based on reasons presented in the class discussion.

COMMON PROBLEMS IN TEACHING THE MORAL REASONING STRATEGY

1. TIME DISTRIBUTION AMONG THE STEPS OF THE STRATEGY
2. SKIPPING STEPS
3. NOT DEPLOYING WITH CLEAR TASKS, RECORDERS
4. POOR SELECTION OF DEPLOYMENT STRATEGY
5. TOO FEW OR NO PERCEPTION CHECKS ESPECIALLY ON TASKS
6. DISCUSSION LEADING INTO STUDENT-TEACHER INTERVIEWING
7. CONTENT DIVERSIONS (NON-MORAL FOCUS IN THE DISCUSSION)
8. POOR PROBES OR INAPPROPRIATE USE OF PROBES

MORAL DILEMMAS TO BE USED WITH THE KOHLBERG APPROACH

1. Li's Dilemma
2. Joe's Dilemma
3. Bonna's Dilemma
4. Fami's Dilemma

ADOPTING A REASON FOR A POSITION

During the final stage of the teaching process, the teacher helps students to summarize the reasoning discussed during the class period. The teacher aids the students to either affirm their original position using more adequate reasoning, or to adopt a new position based on reasons presented in the class discussion.

Facsimilies of all four moral dilemmas found in the Classroom Support Component follow. After each dilemma you will find a teaching plan which contains specific instructions, alternative dilemmas, and suggested probe questions.

LI'S DILEMMA

Li's father was the largest landholder in the village. For generations his ancestors had worked hard, saved their money, and bought more land. Now the family had a legal title to one-tenth of the land in the village. Many peasants worked for Li's father. Unlike some of the other landlords, Li's father paid his workers rather well and treated them kindly. Li loved and admired his father very much.

To complete his education, Li went to a college in the city. There he became converted to communism and began to read the writings of Mao Tse-tung. Mao taught him that his father belonged to the exploiting capitalist class. Until that class was abolished, Li believed, the mass of Chinese people could never lead decent lives. Yet Li had strong personal ties of affection and loyalty to his father.

When Li returned to the village, the local Communist cadre asked him to help them take away his father's land and other possessions and distribute them among the peasants. They promised not to harm the old man but to let him go away so long as he did not take any property with him.

QUESTION: Should Li help the Communists to take away his father's land?

TEACHING PLAN FOR LI'S DILEMMA

PART I: Original Dilemma

Distribute handout which describes Li's dilemma. Make sure that the students understand the terminology in the dilemma and can state the nature of the dilemma which Li faced.

Determine by a show of hands or in some other way how the class feels about whether Li should help the communists take his father's land.

If the class divides with no less than one-third of the students on each side of the issue, choose one of the four strategies listed in the overall instructions for teaching moral dilemmas and proceed with the discussion, skipping the alternative dilemmas.

PART II: Alternative Dilemmas

If the class agrees that Li SHOULD help the Communists take his father's land, one of the following alternative dilemmas can be used to provoke disagreement.

A. Suppose that Li knew that his father would have no way to make a living if his lands were taken away. What would he do in that case?
B. Suppose the Communists were going to kill his father as well as take away his property. What should Li do in that case?

If the class agrees that Li SHOULD NOT help the Communists to take his father's property, one of the following alternative dilemmas can be used to provoke disagreement.

A. Suppose that Li's father, instead of being fair and kind, had always treated the peasants very badly. What should Li do in that case?
B. Suppose Li believed that unless the Chinese collectivized the land, many peasants would starve? What should he do then?

When the class divides over one of these alternative dilemmas, choose one of the four strategies and proceed with the discussion.

PART III: Probe Questions

1. What is the most important thing which a good son owes to his father?
2. Which is worse, being disloyal to your father or being disloyal to something you believe in? Why or why not?
3. What is the value or importance of property rights?
4. Is it ever right for the government to take away someone's property? Why, or why not?
5. Thinking in terms of society, what would be the best reason to let Li's father keep his property?
6. Thinking in terms of society, what would be the best reason to take away the property of Li's father?

JOE'S DILEMMA

Gandhi defined civilization as that mode of conduct that pointed out the path of duty to people. He did not identify civilization with the technical progress or a high standard of living. Instead he pointed to human relationships as the basis of civilized society. Most of us encounter problems of human relationships involving different modes of conduct from time to time. Gandhi would argue that the way we respond to such situations determines how civilized we are.

Let's use an example from contemporary American life. Joe had just moved into a new development. No one else had moved in yet. Late one night, his wife had a heart attack. Joe knew that he had to get her to a hospital right away. He rushed outside with her in his arms. Joe had no car, and there were no cabs

in sight, but a man was sitting in a parked car. Joe asked the man to drive him and his wife to a hospital. The man refused, saying that he was waiting for someone and had to leave in a few minutes for an important appointment.

Joe, who was young and very strong, pulled open the front door. He yanked the man from the car, took his keys, and put his wife on the back seat. Then he drove to the hospital.

QUESTION: Should Joe have taken the car to get his wife to the hospital?

TEACHING PLAN FOR JOE'S DILEMMA

PART I: Original Dilemma

Distribute handout which describes Joe's dilemma. Make sure that the students understand the terminology in the dilemma and can state the nature of the dilemma which Joe faced.

Determine by a show of hands or in some other way how the class feels about whether Joe should have taken the car. If the class divides with no less than one-third of the students on each side of the issue, choose one of the four alternative strategies listed in the overall instructions for teaching moral dilemmas and proceed with the discussion, skipping the alternative dilemmas.

PART II: Alternative Dilemmas

If the class agrees that Joe SHOULD have taken the car, one of the following alternative dilemmas can be used to provoke disagreement.

A. Suppose that the man resisted Joe, and that Joe had to beat him up in order to get the car. What should he do in that case?
B. Suppose that Joe believed strongly in the importance of private property and that he was a pacifist who opposed the use of violence on principle. What should he do in that case?

If the class agrees that Joe SHOULD NOT have taken the car, one of the following alternative dilemmas can be used to provoke disagreement.

A. Suppose Joe had been told by doctors that his wife had to get to a hospital immediately when she had heart attacks or she would die. What should he do in that case?
B. Suppose the person in the car gave no reason for refusing to help. What should he do in that case?

When the class divides over one of these alternative dilemmas, choose one of the four strategies and proceed with the discussion.

PART III: Probe Questions

1. What is the most important thing that a person owes to his or her mate? Why that one?

2. Under what conditions, if any, is it all right to use violence against anyone?

3. Are you ever justified to use violence against one person in order to help another person? Why or why not?

4. Why does a society have the property rights for things such as automobiles?

5. Should the government pass a law requiring people to help others in case of real needs such as this one? For example, if one person failed to help another, that second person could sue for damages. Why would you favor or not favor, such a law?

BONNA'S DILEMMA

Only one man stood between him and freedom. Someone had left the doors of the stockade ajar, and he could see a lone guard dozing outside. It would be easy to sneak up on him, pick up the knife which had fallen from his hand, and kill him. Then Bonna could mingle with the people in the city and eventually make his way back home. But he would have to be quiet. Any noise would bring other guards, and they would catch him before he could disappear into the crowd.

Bonna had been taken captive six months ago in the interior. A band of slavers had kidnapped him and a group of his friends who had been working in the fields. For several months he had been passed from one slaver to another, moving steadily toward the coast. Finally, he had been sold to a slaver who owned a stockade on the river. He had been there two months, long enough to pick up enough of the local language to get by.

This morning a slaver's ship had sailed into the harbor. The captives knew that the captain would buy all of them. But no one knew what would happen once they were aboard ship. Bonna believed that he would never see his family again, and he imagined the horrors which lay in store for him. And he also knew that he had done nothing wrong.

TEACHING PLAN FOR BONNA'S DILEMMA

PART I: Original Dilemma

Distribute handout which describes Bonna's dilemma. Make sure that the students understand the terminology in the dilemma and can state the nature of the dilemma which Bonna faced.

Determine by a show of hands or in some other way how the class feels about whether Bonna should kill the guard.

If the class divides with no less than one-third of the students on each side of the issue, choose one of the four strategies listed in the overall instructions for teaching moral dilemmas and proceed with the discussion, skipping the alternative dilemmas.

PART II: Alternative Dilemmas

If the class agrees that Bonna SHOULD kill the guard, one of the following alternative dilemmas can be used to provoke disagreement.

A. Suppose Bonna knew that the guard had a large family which depended upon him for its living. What should Bonna do then?

B. Suppose Bonna believed that all human life was sacred, and that no one had a right to deprive another person of life. What should he do then?

If the class agrees that Bonna SHOULD NOT kill the guard, one of the following alternative dilemmas can be used to provoke disagreement.

A. Suppose that the guard had a reputation for cruelty and had beaten several captives very badly. What should Bonna do in that case?

B. Suppose that Bonna thought he would die or even be killed once he was aboard ship. What should he do in that case?

When the class divides over one of these alternative dilemmas, choose one of the four strategies and proceed with the discussion.

PART III: Probe Questions

1. Under what conditions, if any, is a person justified in killing another person?

2. Which is worse, to lose your own life or to take the life of someone else? Why?

3. Was it immoral or wrong for the guard to work for a slaver at a time when slavery was accepted as a common practice? Why or why not?

4. Would it ever be right to kill an innocent person to save the lives of several other innocent persons? Why or why not?

5. If Bonna killed the guard and got caught, what punishment should a judge give to him? Why that punishment?

FAMI'S DILEMMA

Fami had been in the city for six weeks. He had worked hard to get there. He had spent the first twenty years of his life in a village only fifteen miles away. There he had gone to school where he had learned to speak English and learned about the opportunities to be found in a city. His family - father, mother, two sisters, and younger brother - remained in the village. They were better off than most, but they were still desparately poor.

Fami had sent money home every month since he had gotten a steady job. As a result, he had to be satisfied with inadequate housing, poor food, and no chance at all to take part in the excitement of city life. All the delights of city life which he had heard so much about lay about him on all sides. Yet he could not enjoy them because he had no extra money. The little bit he sent home each week could make a real difference to him. But he loved his family, and he knew that the other villagers would gossip and his family would lose status if he failed to send money home. Still, he was young and full of life, and he had worked very hard for many years.

QUESTION: Should Fami continue to send money home, or should he keep it for himself?

TEACHING PLAN FOR FAMI'S DILEMMA

PART I: Original Dilemma

Distribute handout which describes Fami's dilemma. Make sure that the students understand the terminology in the dilemma and can state the nature of the dilemma which Fami faced.

Determine by a show of hands or in some other way how the class feels about whether Fami should continue to send money home.

If the class divides with no less than one-third of the students on each side of the issue, choose one of the four strategies listed in the overall instructions for teaching moral dilemmas and proceed with the discussion, skipping the alternative dilemmas.

PART II: Alternative Dilemmas

If the class agrees that Fami SHOULD continue to send money home, one of the following alternative dilemmas can be used to provoke disagreement.

A. Suppose that Fami had so little money left after sending some home that his diet was inadequate. What should he do in that case?
B. Suppose no one else from the village sent money home. What should Fami do in that case?

If the class agrees that Fami SHOULD NOT continue to send money home, one of the following atlernative dilemmas can be used to provoke disagreement.

A. Suppose that Fami's mother had become ill and needed money for medical bills. What should he do in that case?
B. Suppose that everyone in the village expected Fami and other people who went to the city to send money home as a part of a family obligation. What should he do in that case?

When the class divides over one of these alternative dilemmas, choose one of the four strategies and proceed with the discussion.

PART III: Probe Questions

1. What should parents expect from a son or daughter? Why that?

2. Should grown children be required by law to support their parents if the parents are poor? Why or why not?

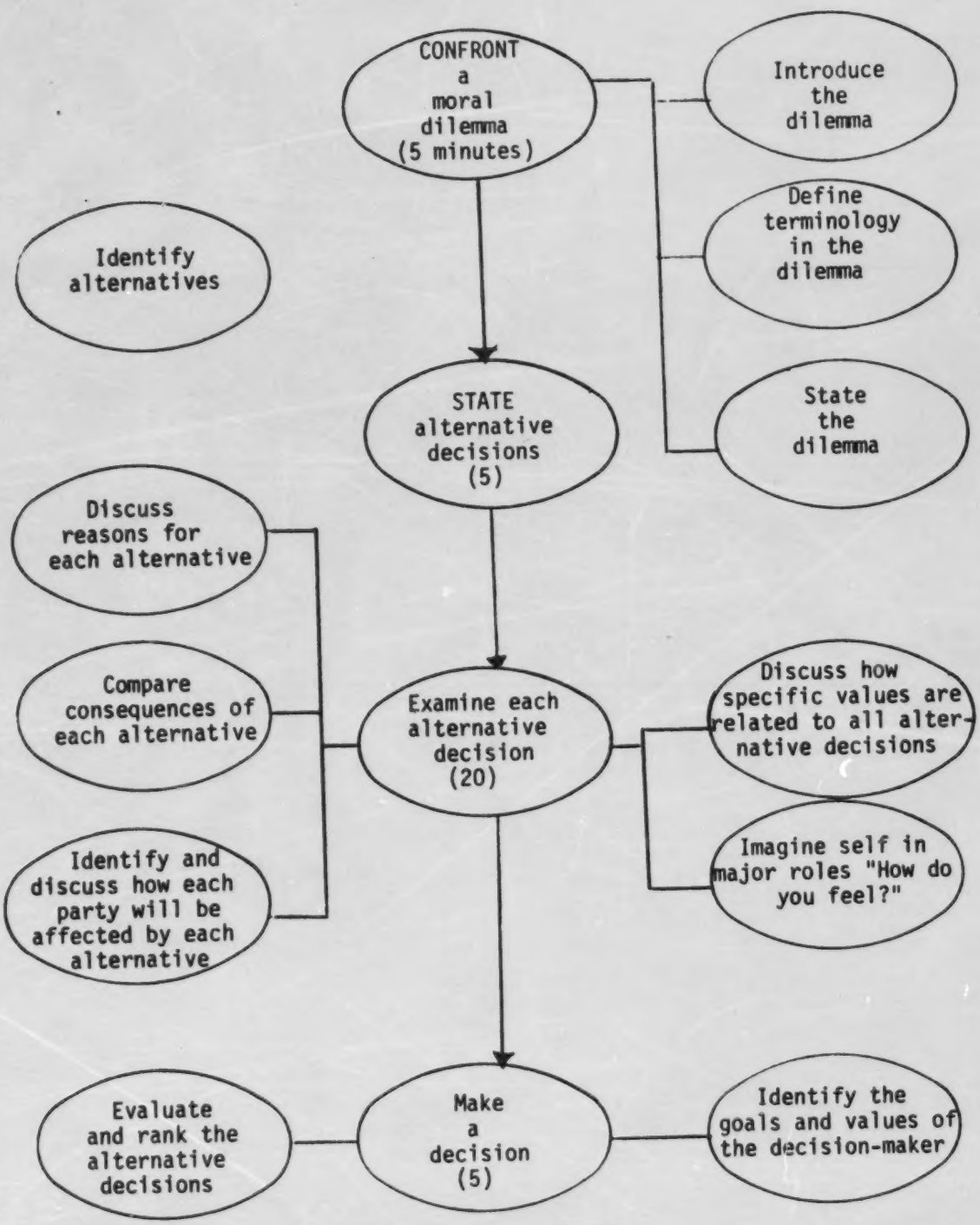
3. Do the obligations of children to their parents depend on what their parents did for them or how close the family is? Why or why not?

4. Which is worse, to suffer yourself or to let your parents suffer? Why?

5. Why might Fami feel badly if he stopped sending money home?

6. Do people have more of an obligation to help people of their own religion or race than they do to help other people? Why or why not?

THE VALUES ANALYSIS STRATEGY


CONFRONT a moral dilemma (5 minutes)
Introduce the dilemma
Define terminology in the dilemma
State the dilemma
Identify alternatives
STATE alternative decisions (5)
Discuss reasons for each alternative
Compare consequences of each alternative
Identify and discuss how each party will be affected by each alternative
Examine each alternative decision (20)
Discuss how specific values are related to all alternative decisions
Imagine self in major roles "How do you feel?"
Evaluate and rank the alternative decisions
Make a decision (5)
Identify the goals and values of the decision-maker

The Decision-Making Steps Explained

1. Identify and define dilemma.

   Usually students will read the dilemma or it may be read orally to the entire group. Once the teacher is sure that students understand all the terms in the situation and they understand the nature of the dilemma (why it is a moral dilemma), students may form small groups for the actual lesson. Appropriate audio-visual materials may be used if desired. The class could listen to a tape recording of the dilemma as an alternative presentation.

2. List all possible choices, their consequences, and the persons directly affected, and how affected.

   There are always two choices which should be obvious in each dilemma. Upon further consideration and discussion, other alternatives will most likely appear. Each choice will have one or more consequences, and several persons may be directly affected by a particular choice.

3. Put yourself in the place of each person each decision most affects.

   The key concept here is objectivity; while difficult to attain, the student is able to recognize that there may be other value systems operating which are different from his own.

4. Compare the values of each alternative and rank them.

   Depending on the alternative under consideration, certain values associated with that particular alternative will emerge. They may be ranked in the order of importance or worth to that particular individual.

5. Make a decision and act upon it.

   This is the summation of the process. An important consideration here is that the student does not reveal his decision to others if he so desires. If an intelligent and logical decision is to be made, the importance of going through the preceding four steps as thoroughly as possible should be obvious.

MORAL DILEMMAS TO BE USED WITH THE VALUES ANALYSIS STRATEGY

(Will be coming at a later date)

Guidelines in Teaching Values Clarification

The teacher should:

1. Follow the seven basic steps of the strategy.
2. Generate data; then analyze.
3. Assure students of privacy of responses, yet encourage sharing. The "I pass" technique should be utilized.
4. Allow activity to happen, then discuss (i.e. debrief).
5. Create a low threat or non-threatening situation.
6. Avoid moralizing or supplying the "right" answers.
7. Create a climate of acceptance.
8. Be non-judgemental.
9. Get involved in the process.
10. Integrate strategies with content.

TWENTY THINGS YOU LOVE TO DO

PURPOSE

An important question to ask in the search for values is, "Am I really getting what I want out of life?" A person who simply settles for whatever comes his way, rather than purusing his own goals, is probably not living a life based upon his own freely chosen values. He usually ends up by feeling that his life is not very meaningful or satisfying. However, before we can go about building the good life, we must know what it is we value and want. This activity helps students examine their most prized and cherished activities.

PROCEDURE

The teacher passes out paper and asks the students to write the numbers from 1 to 20 down the middle of the sheet. He then says, "And now will you please make a list of 20 things in life that you love to do."

To encourage the students to start filling out their lists, he might add, "They can be big things in life or little things." He may offer an example or two of his own. Or he might suggest, "You might think in terms of the seasons of the year for things you love to do."

The teacher also draws up his own list of twenty items, and as he reaches the end of his list, he might tell his students that it perfectly all right if they have more than 20 items, or fewer than 20 items on their lists.

When the lists are done, the teacher tells the students to use the left-hand side of their papers to code their lists in the following manner:

1. A dollar sign($) is to be placed beside any item which costs more than $3 each time it is done. (The amount could vary depending on the group.)

2. The letter A is to be placed beside those items the student really prefers to do alone; the letter P next to those activities he prefers to do with other people; and the letters A-P next to activities which he enjoys doing equally alone or with other people.

3. The letters PL are to be placed beside those items which require planning.

4. The coding N5 is to be placed next to those items which would not have been listed five years ago.

5. The numbers 1 through 5 are to be placed beside the five most important items. The best loved activity should be numbered 1, the second best, 2, and so on.

6. The student is to indicate next to each activity when (day, date) it was last engaged in.

TO THE TEACHER

This strategy can be repeated several times throughout a year. It is a good idea to save the lists and compare them over a period of time.

Any more than five or six codings at one sitting generally overloads the circuits.

The teacher might see ways of making additional use of the lists. For example, he might ask his students to describe on paper or orally to a partner how they like to do the item they marked with the number 1. The student would tell with whom, at what time, under what circumstances, he likes to engage the chosen activity.

Or the teacher might ask the student to choose one of the items on hist list and then list privately, or discuss with a partner, five advantages, pleasures, gains, benefits, or satisfactions he gets from that activity.

A student might volunteer to write his list on the board, with the option to omit any items he'd rather not share. The teacher gives him a Public Interview based on his list.

I Learned Statements are an excellent follow-up to this strategy.

ADDITIONAL SUGGESTIONS

The teacher might want to add additional elements to the coding system suggested above. Here are some more suggestions that the teacher may use or adapt:

1. Use the letter R for those things on your list which have an element of RISK to them. It can be physical risk, emotional risk, or intellectual risk.

2. Put an I next to any item which involves INTIMACY.

3. Mark with an S any item which can only be done in one particular SEASON of the year.

4. Put the letters IQ next to any item which you think you would enjoy more if you were smarter.

5. Place the letter U next to any item you have listed that you think other people would tend to judge as UNCONVENTIONAL.

6. Put the letter C next to items which you think other people might judge as very CONVENTIONAL.

7. Use the code letters MT for items which you think you will want to devote increasingly MORE TIME to in the years to come.

8. Put the letters CH next to the things you have listed which you hope your own CHILDREN will have on their own lists someday.

9. Which items on your list do you feel nobody would conceivably REJECT you for loving? Code them with the letters RE.

(Grade 9)

10. Place the letters PU next to any items which you think a PURITAN would say are wastes of time.

11. Put an MI by any of your items which you would not be able to do if you moved 1,000 MILES south from where you now live.

12. Choose three items which you want to become really BETTER at doing. Put the letter B next to these items.

13. Which of the items that you put on your list would you want to see on a list made by the person you love the very most? Mark these items with an L.

14. Next to each item write the name of a person you want most to talk to about that specific item.

15. Write the letter F next to those items which you think will not appear on your list 5 years from now.

EITHER-OR FORCED CHOICE

PURPOSE

This exercise compels students to make a decision between two competing alternatives. "What characteristics do I identify with more - this or that?" In making their choices students have to examine their feelings and their self-concepts and values.

PROCEDURE

The teacher asks students to move the desks so that there is a wide path from one side of the room to the other. Then, the teacher asks an either-or question, like "Which do you identify with more, a Volkswagen or a Cadillac?" By pointing or by actually posting the choice words on the two sides of the room he indicates that those who identify more with Volkswagens are to go to the one side and those who identify more with Cadillacs are to go to the other. Each student then finds a partner on the side he has chosen and discusses with him the reasons for his choice. Discussion should be limited to two minutes.

Everyone returns to the center of the room. The the teacher gives another either-or forced choice, and the students again choose between the two alternatives by moving to the appropriate side of the room.

This may be repeated with five or six questions. The students should be instructed to find a new partner each time.

SAMPLE EITHER-OR CHOICES

ARE YOU

_____ 1. More of a saver or a spender?
_____ 2. More like New York City or Colorado?
_____ 3. More of a loner or a grouper?
_____ 4. More like a rose or a daisy?
_____ 5. More like breakfast or dinner?
_____ 6. More like summer or winter?

TO THE TEACHER

This is an excellent introductory exercise for a new group.

ADDITIONAL EXAMPLES

ARE YOU

_____ 1. More like a teacher or a student?
_____ 2. More yes or no?
_____ 3. More here or there?
_____ 4. More political or apolitical.
_____ 5. More religious or irreligious?
_____ 6. More like the country or the city?
_____ 7. More like the present or the future?
_____ 8. More of a leader or a follower?
_____ 9. More physical or mental?

ARE YOU

_____ 10. More of an arguer or an agree-er?
_____ 11. More intuitive or rational?
_____ 12. More establishment or anti-establishment?
_____ 13. More like a tortoise or a hare?
_____ 14. More likely to walk on thin ice or to tiptoe through the tulips?
_____ 15. More like patent leather or suede?
_____ 16. More like a paddle or a ping pong ball?
_____ 17. More like an electric typewriter or a quill pen?
_____ 18. More like a falling star or a beacon light on a mountain?
_____ 19. More like a rock band or a baroque string quartet?
_____ 20. More like a clothes line or a kite string?
_____ 21. More like a "No Trespassing" sign or a "Public Fishing" sign?
_____ 22. More like a fly swatter or fly paper?
_____ 23. More like a roller skate or a pogo stick?
_____ 24. More like a file cabinet or a liquor chest.
_____ 25. More like a motorcycle or a tandem bicycle?
_____ 26. More like a gourmet or a MacDonald's fan?
_____ 27. More like a bubbling brook or a placid lake?
_____ 28. More like a screened porch or a picture window?
_____ 29. More like a mountain or a valley?
_____ 30. More like "A stitch in time" or "Better late than never?"

I WONDER STATEMENTS'

PURPOSE

This rather simple but powerful strategy is designed to help students raise and verbalize questions that may have arisen in their minds. Most of the time, in school, students are called upon to make statements and answer questions. It is extremely important to give them ample opportunity to ask questions if we want to stimulate probing, critical attitudes.

PROCEDURE

Upon completion of a values activity or discussion, the teacher asks students to complete in writing sentences beginning with "I wonder," such as:

I wonder if . . .
I wonder how come . . .
I wonder about . . .
I wonder why . . .
I wonder whether . . .
I wonder when . . .

Then the teacher goes round and round the room calling on students to share one of their I Wonder statements with the class. Any student may pass, of course. The teacher should participate, too, and might even start it off with an example or two of his own. There is no discussion of the questions raised since the goal is to stimulate inquiry.

TO THE TEACHER

If the interest following a values activity is really intense, you might want to start on the I Wonder statements orally without allowing a writing period to perhaps detract from the mood.

Occasionally you will find that the first time around yields up only superficial questions, but they usually become more powerful with each successive circle.

PERSONAL COAT OF ARMS

PURPOSE

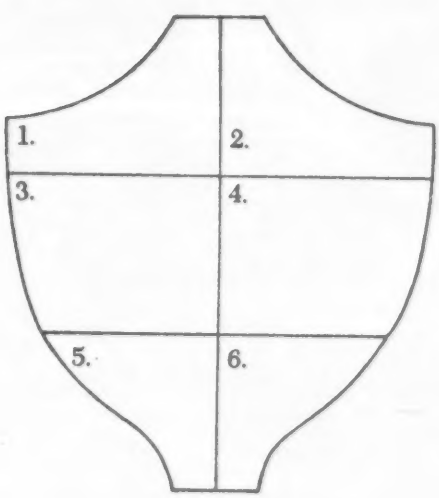
Some of the most important questions which will result from values clarification activities are: "What am I doing with my live? Am I simply settling? Am I just reacting to others? Is my life making a difference?" This activitv si an enjoyable way of helping students think about these questions.

PROCEDURE

The teacher either gives the students a facsimile of the coat of arms on the bottom of this page, or have them copy this coat of arms.

The student is to answer each of the following questions by drawing, in the appropriate area on his coat of arms, a picture, design or symbol.

1. What do you regard as your greatest personal achievement to date?
2. What do you regard as your family's greatest achievement?
3. What is the one thing that other people can do to make you happy?
4. What do you regard as your own greatest personal failure to date?
5. What would you do if you had one year to live and were guaranteed success in whatever you attempted?
6. What three things would you most like to be said of you if you died today?



TO THE TEACHER

Students are not to use words except in area number six.

Emphasize that art-work doesn't count. The drawings can be simple, incomplete, and even unintelligible to others, as long as the student knows what they express.

Other values questions may be substituted for these; for example:

1. What is something about which you would never budge?
2. What is something you are striving to become? Or to be?
3. What one thing would you want to accomplish by the time you are 65?
4. Draw three things you are good at.
5. What is a personal motto you live by?

Students may then share, in small groups, the drawings on their coats of arms, explaining the significance of the symbols. They may cover any drawing they would rather not share.

Posting the coats of arms and holding a gallery walk is another alternative.

NOTE TO THE TEACHER

Seven Important Items To Remember

1. A teacher leads a class discussion of a moral dilemma by asking appropriate questions which help to clarify the circumstances and to focus the discussion on moral reasoning.

2. The best discussion of a moral dilemma involves students doing most of the talking.

3. A teacher may not need to cover all of the optional dilemmas and the list of probe questions included in each lesson plan. It is possible to cover each step in the teaching process and facilitate a good discussion by only using the original dilemma and several questions.

4. It is not necessary for the teacher to identify stage-related student comments during a class discussion.

5. A class discussion of a dilemma should focus primarily on the moral aspect of the dilemma situation rather than the content or factual aspect.

6. Most of a class session should be devoted to the small group tasks, a general class discussion, and a closing technique.

7 Part of this experimental project involves an attempt to measure the usefulness of the teaching process. Therefore, review each step prior to teaching each moral development lesson.

K-12 Report Form: Use of the Moral Reasoning Strategy

Name_____

School_____

Grade_____

1. I have taught the following dilemma:

   Name of dilemma:_____
   Publisher (if any)_____

2. What went well:

3. Problems:

4. Other Comments:

5. Would you like a building resource person to visit you at a mutually convenient time? Check appropriate ones below:

   _____ No, I can proceed well enough on my own for the time being.

   _____ Yes, I'd like to discuss this aspect of the K-12 curriculum. (Could be about materials, classroom strategy, etc.)

_____ I'd like to receive some self-instructional materials on Kohlberg's theory, the teaching strategy, other:

_____.

6. I will teach another moral dilemma using this strategy sometime in the month of _____.